

Bailgate Pre-School Playgroup

Inspection report for early years provision

Unique reference number	253500
Inspection date	18/05/2009
Inspector	Melanie Arnold
Setting address	Methodist Church Hall, Bailgate, Lincoln, Lincolnshire, LN1 3AR
Telephone number	01522 538313
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Bailgate Pre-School is committee run and opened approximately 28 years ago. It operates from the Methodist Church Hall in the Bailgate area of Lincoln. Facilities include toilets, a kitchen, a large hall and a smaller room for story or group time. The setting is open weekday mornings, with the exception of Tuesdays, from 09:15 to 11:45, term-time only.

The setting is registered by Ofsted on the Early Years Register and a maximum of 24 children may attend the setting at any one time. There are currently 32 children aged from two and a half to under five years on roll. Of these, 28 children receive funding for early education.

The setting employs five staff. Three of the staff, including the manager, hold appropriate early years qualifications. The manager is also working towards a foundation stage degree in early childhood services.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The caring staff team work well with parents and carers to ensure the individuality of each child is recognised and promoted. All children are fully supported and included, ensuring no-one is disadvantaged. Children's welfare is promoted through mainly effective practices and procedures. They make good progress in their learning and development as they participate in a good range of adult-led and child-initiated activities. The planning for improvement, including the process of self-evaluation, is generally effective.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the hand washing practices, specifically relating to before eating, to fully promote their good health and minimise the risk of the spread of infection
- develop more regular opportunities for outdoor provision
- ensure plans for improvement identified in the self-evaluation are implemented.

The leadership and management of the early years provision

Children are well cared for in a safe, secure setting, where staff work effectively as part of a team to ensure their needs are met. Effective policies and procedures help to ensure children are safeguarded. For example, clear recruitment procedures ensure the suitability of staff working with the children and the vigilant staff ensure potential hazards are identified and minimised and a clear record of

risk assessment documents the setting's procedures in this area. The committed staff team also continue to develop their own knowledge through completing regular training, benefiting the care and learning experiences of all children. All required records, policies and procedures are in place, completed well, updated as necessary and stored securely for the safe and efficient management of the Early Years Foundation Stage (EYFS). Staff set the room up each day with a good range of toys and resources, enabling children to freely select from these. Children are well supervised because staff are effectively deployed within the setting.

Staff get to know children well through gathering and exchanging clear information with parents and carers. This ensures children are fully supported and can achieve well regardless of their background. The setting promotes equality of opportunity, taking action to deal with any form of discrimination immediately, ensuring each child is fully valued as an unique individual. The setting strives to make continuous improvements and they have developed their practice by working on the recommendations raised at the last inspection. For example, children benefit from a healthier range of snacks, they freely access a range of materials to practise their mark making skills and all policies contain up-to-date information. The setting is well aware of their strengths and areas requiring further development. They are currently developing their adult-led plans to ensure individual children are fully supported and challenged appropriately and they also plan to improve the opportunities for children to freely access additional resources. Developing links with other providers delivering the EYFS is also a key target identified for future development.

The quality and standards of the early years provision

Children are making good progress in their learning and development. They are well supported by a skilled staff team who question children as they play, which promotes their learning. The environment is well set out with activities covering the six areas of learning. Children freely choose from these and staff engage in play with them, stimulating and structuring their learning as they play. For example, when building large towers with the bricks, staff encourage children to use the tape measure to see how tall their tower is and they incorporate simple mathematical language into the activity, effectively promoting children's learning. Children enjoy participating in a good range of adult-led activities which are planned in line with their interest and developmental needs. Observations and assessments record children's achievements and progress towards the early learning goals and they are also used to inform future planning to ensure children are making good progress. For example, during a cutting activity, staff use previous observational notes to ascertain what level the children are at, enabling them to structure the activity around each child's specific needs and abilities, therefore challenging the children who are asked to skilfully cut around a specific shape and providing support for other children who need help holding the scissors to practise their cutting skills. Children's learning is also promoted during daily large group activities where they are encouraged to clap out their name, count how many children are present, discuss the day of the week and the weather. Information is shared with parents and carers regarding activities and their children's achievements through regular discussions, newsletters and meetings

with their child's key person.

Children enjoy playing with well maintained toys, resources and equipment. Their safety is effectively maintained through the setting's clear practices and procedures. For example, effective security procedures and staff's good knowledge of child protection procedures, ensure children are fully safeguarded. Children's health and well-being are promoted generally well. For example, good health and hygiene practices and a clear exclusion policy help to maintain a healthy setting. However, although children do wash their hands with soap and water, the procedure used before snack time of sharing one bowl of water to rinse their hands, does not effectively ensure the risk of cross infection is minimised at all times. Children participate in a good range of physical activities each day, promoting their skills. However, infrequent opportunities provided for outdoor play provision prevent children from being out in the fresh air. Children learn about maintaining their own health and safety through activities, discussions and people of interest visiting the setting. Photographic risk assessments using the setting's puppet are also used to visually identify potential hazards to children, which are then discussed within the group. Children's behaviour is mainly good, with any unwanted behaviour dealt with in a developmentally appropriate manner. Children enjoy playing co-operatively together, sharing and learning to wait patiently for their turn. They develop confidence and independence through the interaction and encouragement of staff. Children learn to value differences and diversity through staff acting as positive role models, and discussions and activities introducing children to other cultures and religions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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