

Roche Pre-School Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

Roche Pre-School Playgroup is managed by a committee and was first registered in 1978. It moved to its current address in 2004 and operates from two rooms within Victory Hall in Roche. It opens each weekday and sessions are from 09.00 until 12.00 during school term times. An extended session operates on Monday and Friday when children may bring a packed lunch and stay until 13.00. There is a fully enclosed outdoor area.

The provision is registered by Ofsted on the Early Years Register and may care for a maximum of 20 children, aged from two years, at any one time. There are currently 23 children on roll in the early years age range. Children attend from the village of Roche and the surrounding rural area. The pre-school employs five staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in the setting and make sound progress in their overall development. Staff provide appropriate support to children's learning and individual needs. They welcome all children and have effective procedures in place to promote inclusion. Positive relationships with parents are a key strength of the provision. The good communication systems contribute towards consistent care and welfare of children. Staff attend appropriate training and are beginning to reflect on their practise. They demonstrate a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide children with more opportunities to develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts and ensure that mathematical resources are readily available
- improve the organisation of group activities to ensure that individual children consistently benefit from enjoyable and challenging learning experiences
- continue to develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The management committee and staff work well together in the operation of the setting. Appropriate vetting and recruitment procedures are in place to ensure that children are cared for by suitable persons. Policies and procedures to promote children's health, safety and welfare are implemented by staff and reviewed annually. Routine checks and risk assessments ensure that the premises are

appropriately maintained and provide a safe environment for children. Staff have a clear understanding of the procedures to safeguard children and share their information with parents. The majority of records and documentation are in order, although a current certificate of insurance was not available for inspection.

Parents provide positive feedback on the group and comment on the care and social opportunities that children receive. They are pleased with the settling-in process, which promotes security and warm relationships. Parents also value the regular discussions with staff about children's welfare and individual progress. They benefit from regular newsletters, which inform them about children's activities and forthcoming events. The setting works closely with other agencies to provide additional support to children as required. This ensures that all children are included and encouraged to take part in the activities available.

Since the last inspection staff have addressed the majority of recommendations made. This results in improvements to policy details, vetting procedures and the physical exercise programme. However, further recommendations are made in respect of staff deployment and opportunities to promote children's mathematical thinking. Staff continue to attend relevant courses to ensure that their childcare knowledge and awareness is updated. They have made suitable progress in the implementation of the Early Years Foundation Stage (EYFS) framework. Staff are developing a system of self-evaluation, although limited information is available at the time of inspection. With routine support from the local authority the setting identifies appropriate areas to develop and improve.

The quality and standards of the early years provision

Children are familiar with the setting and routines. They are happy as they arrive, with the families warmly welcomed by staff. Children select their names as part of the registration process and play together in the main play room. When all children are present they choose which room and activity they want to use. Staff ensure that all children have the opportunity to take part in the activities available. For example, at times they suggest alternative options to small groups or individuals. A variety of resources are made available at each session, which promote most areas of learning. Staff are aware of children's counting abilities and prompt this in general activities, although, they do not instinctively encourage problem solving, reasoning and numeracy throughout the session. Some mathematical opportunities occur in planned activities, for example, when weighing ingredients for baking. However, resources are not consistently available for children to use, such as, scales in the role play area, or containers to measure capacity.

Children behave well and form positive relationships with staff and each other. They are polite, cooperative and learn to share with their friends. Children understand the simple rules and follow instructions from staff. This helps them to be safe, for instance, they know why they should walk and not run indoors. They take part in routine fire drills, which helps them to learn about emergency procedures. Children develop some awareness of being healthy as they follow suitable hygiene routines. They also take part in physical play activities indoors and out. Children benefit from fresh air and exercise in regular outdoor play sessions.

Staff provide suitable alternatives during wet weather, such as, music and movement sessions indoors. Children also enjoy using the musical instruments, although, the size of the group impacts on children's individual learning. For example, when all the children play instruments together, it is too noisy and disorganised for older children to hear rhythms or sound patterns. Younger children find it difficult to follow the concept of 'loud and soft', making indiscriminate noise and sounds.

Children enjoy occasional walks to the local duck pond, which encourages their interest in the natural environment. Staff also respond to children's interests and ideas during activities. For instance, as children investigate the plant pots outside, they discover worms and want to take them indoors. Staff help the children to make a 'wormery', so that children can closely observe them. Children have opportunities to learn about the wider community and people in different roles. For example, staff arrange for visits from drivers of service vehicles, such as, the police, fire safety officers and a construction worker. Children talk about their experiences as they play, which shows their learning and understanding. They have access to a variety of creative play materials and enjoy painting, sticking and modelling with clay. Children also demonstrate their creativity and express themselves as they sing and dance around the room to music.

Staff have suitable systems in place to observe, assess and record children's individual development. They plan an appropriate programme of activities and take account of children's next steps. Both formal and informal discussions with parents keep them well informed about children's progress. Parents are involved in children's learning and advised of current topics or possible outings. The setting provides a range of 'Story Sacks', which contain books, games and ideas for families to share learning together at home.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

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

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