

# Dunston Pre- School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	218135
<b>Inspection date</b>	11/06/2009
<b>Inspector</b>	Mary Anne Henderson

<b>Setting address</b>	Dunston Village Hall, School Lane, Dunston, Staffordshire, ST18 9AG
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<b>Type of setting</b>	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**

Dunston Pre-School Playgroup opened in 1976. It operates from the village hall in Dunston in Staffordshire. The group serves the local and surrounding areas. There is an outdoor play area.

The group is registered on the Early Years Register. The group is registered to care for a maximum of 26 children at any one time and they are currently caring for 27 children from two to under five years old on roll. Children attend for a variety of sessions. The group supports children with special needs and those children who speak English as an additional language. The group opens Monday to Friday each week from 09:00 to 12:00 term time only.

Three members of staff work with the children. All have early years qualifications to NVQ Level 2 and 3. The group receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the effectiveness of the early years provision is good. The staff work well together and with the parents to ensure positive relationships are fostered. The staff also liaise with other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion and ensures the individual needs of every child is identified and met. The indoor and outdoor areas provide a good range of learning opportunities for the children attending. There are sound systems in place to monitor and evaluate the provision and the capacity to make further improvement is also good.

## **What steps need to be taken to improve provision further?**

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

- ensure parents and the committee members are fully included in the self-evaluation procedures of the setting
- ensure parents have free access to all recorded information about their child's ongoing progression
- ensure children are provided with a range of equipment to further encourage their skills in climbing

## **The leadership and management of the early years provision**

The leadership and management of the nursery is good. The staff work hard to foster positive relationships with the parents. They provide a warm and caring environment for all children. Staff liaise with other providers of the Early Years Foundation Stage (EYFS) which further promotes inclusion. There are systems in place to monitor and evaluate the quality of the provision. The systems include input from the children and staff. However, parents and committee members are

not yet fully included in the systems. The capacity to make further improvement on an ongoing basis is good.

Staff ensure the children's safety and welfare at all times. The risk assessment procedure includes areas, equipment and toys and all outings involving the children. The children are well protected because staff are aware of the policies and procedures to be followed. Staff ensure good hygiene procedures are implemented throughout the nursery thereby ensuring children's health and well-being is fostered.

The partnerships with parents is good. Parents have free access to their child's learning and development files which provide parents with information about children's observations. However, the staff do not yet ensure information about individual children's next steps is made freely accessible to the parents at all times. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are met. Parents have free access to the setting's policies and procedures.

## **The quality and standards of the early years provision**

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they talk about healthy eating and are provided with a range of fruit for snack times. They also talk about the benefits of physical activity on their bodies. Children are independent and know to wash their hands before eating and after messy play. The children are beginning to move with control and use a range of equipment to develop their physical skills. For example, they enjoy riding their trikes and scooters in the outdoor play areas and they enjoy throwing, catching and kicking the balls and jumping in and out of hoops. However, opportunities for children to extend their skills in climbing are more limited, thereby, possibly compromising this area of their development. The children are learning about the importance of safety. They do this through their involvement in the fire evacuation procedures of the setting. They are also learning about how to cross the road safely during outings. Children's learning about road safety is further fostered as they use play resources such as the zebra crossing and traffic lights during role play activities.

Children find out about their environment, identifying features and noticing the natural world. They enjoy walks in the local area where they look at the gardens and watch the lambs run around in the fields. They also notice wildlife such as snails and ladybirds and talk about their habitats. The children enjoy visiting the nearby school grounds where they explore the bug hotel looking at spiders and other mini beasts. During walks the children also collect leaves and acorns bringing them back and looking at them closely using a magnifying glass. Other outings undertaken by the children include visits to Gailey Fruit Farm where they pick their own strawberries to bring back for snack time. The children enjoy the garden areas at the setting where they plant winter bulbs and sunflowers watching them grow and change over time. They also enjoy planting tomatoes and beans which further supports their understanding about a healthy lifestyle.

Children are beginning to form good relationships with their peers and the adults around them. They enjoy the company of their peers as they play in the indoor and outdoor areas. The children are well behaved and have a sound regard for each other and the adults around them. Children's work is displayed for them and their parents in the play areas which fosters their sense of belonging. The children are independent and enjoy making their own choices about what they want to play with during child-initiated play times.

Children explore colour, texture, shape and form in two and three dimensions. They enjoy using junk to create a cave for the bears during small world play. They also enjoy mixing paints to create their own pictures to take home or display. Children use their senses to explore various textures such as gloop, jelly and shaving foam, discussing what this feels like on their hands. The children enjoy lots of opportunities for role play. This includes using their imagination while using the play mop and iron in the home corner. Children also enjoy sitting in the comfortable book area with the staff who read stories to them and encourage the children to join in with rhymes and singing.

The children say and use numbers in familiar contexts and they count and recognise numbers. They count up to 17 and beyond as they count the boys and girls in attendance during registration time. Children also enjoy baking activities as they weigh out the ingredients to make cakes. Other problems solving activities enjoyed by the children include floating and sinking and absorption experiments.

Children find their own name to self-register. They also find their own name as they sit for snack time. The children have lots of opportunities for mark making as they help themselves to the resources at the drawing table and scribble on pads during role play activities. They also enjoy painting with brushes and water in the outdoor play areas and making prints on the ground by walking through the water tray. Older more able children write their name on their work.

The children are beginning to understand that people have different needs, views, cultures and beliefs. For example, they explore dragon dancing using a sheet during Chinese New Year and they have a go at eating noodles using chop sticks. They also read books and draw pictures during the festival of Divvalli. Children play with a range of resources that positively reflect diversity. This includes resources such as dolls, dressing up clothes and small world people. They also use a range of resources that reflects positive images of people with disabilities.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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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