

Farnsfield Pre-school Playgroup

Inspection report for early years provision

Unique reference number	509224
Inspection date	06/07/2009
Inspector	Lynn Masterman
Setting address	Methodist Schoolroom, Chapel Lane, Farnsfield, Nottinghamshire, NG22 8JP
Telephone number	01623 882499
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Farnsfield Pre-school opened in 1970. It operates from two rooms, within Farnsfield Methodist School Rooms, which is situated in the village of Farnsfield in Nottinghamshire. Children have access to a secure enclosed outdoor play area. A maximum of 26 children may attend the setting at any one time. The provision is open five days a week, Monday to Friday from 09:00 to 11:30 and 12.30 till 15.00, including a lunch club from 11.30 to 12.30. Children may attend on a sessional or fulltime basis. A holiday club is in operation during some holidays.

There are currently 45 children aged from two to under eight years old on roll. The group provides support to a number of children with learning difficulties and children with English as an additional language.

There are eight staff, including the manager. Of these, six staff hold appropriate early years qualifications and two are working towards. The nursery receives support from the Early Years Childcare and Development Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a warm and welcoming environment. They have formed a very close and considerate relationship with the staff and their peers. Positive interaction from staff ensure most activities provide sufficient challenge as they progress towards the Early Learning Goals. However, the use of the children's observations to help plan the next stage in their individual learning journey is not fully explored. An inclusive approach and a strong working relationship with parents ensures children's individual needs are successfully met. The setting is beginning to make use of self-evaluation to look at areas for future development.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to become independent learners as they progress towards the early learning goals
- develop further the use of the children's observational assessments to plan for the next stage in their individual learning journey.

The leadership and management of the early years provision

Children are cared for in a secure environment where good security systems ensure their safety, such as a rigorous record is kept of persons entering or leaving the premises. All areas of the premises are routinely checked through the use of daily visual and written risk assessments to ensure children can move around

safely. For example, a safety gate prevents the children accessing the kitchen area unsupervised. The premises is generally well-organised and the children have defined areas of play. They have access to a good range age appropriate play resources, which are stored at child-height and help to provide children with the opportunity to make informed choices about their play. Staff have secure knowledge of the signs of potential abuse and the procedures to be followed to ensure children are appropriately safeguarded. This is further supported through use of relevant documentation.

Staff have a sound understanding of how to deliver the Early Years Foundation Stage. Most children's records are supported with information and photographic evidence of their achievements.

However, some children's assessment record do not clearly identify the next stage in children's learning and how this will be achieved. There is a positive relationship with parents. All staff's photographs are displayed and from the initial visit parents have clear information about the key person for their child. All parents praise the staff for their approachable attitude and sensitivity towards the needs of young children. They feel they are kept well informed of their children's development and are confident to express any concerns or seek advice about their children's progress. This helps parents to take an active role in their children's learning. The setting is beginning to develop links with other care settings, such as providing information to the local schools in the area as part of the transitional period when children move onto school.

Overall the recommendations made at the last inspection have been addressed. Staff are a committed team. They are encouraged to take an active role in the self evaluation of the setting and their input is valued. For example, the staff team are beginning to recognise the importance of developing the opportunities for the children's learning in the outdoor play area.

The quality and standards of the early years provision

Children enjoy their learning and see their time spent at the setting as an opportunity to meet their friends and have fun through play. Some activities are focused led and have clear learning objectives. For example, children learn about the value of exercise and how to develop their coordination skills by dancing to music. They move their bodies in different ways. They stretch, reach and develop a sense of balance as they use one hand to support themselves. Children enjoy the opportunity to be creative and work as part of a group. They skilfully roll the sponge in the paint and apply the paint to the paper. Staff talk to the children about what they think might happen when we mix two colours together. However, opportunities within the setting to help children to develop their critical thinking and independence, such as self-selecting their own equipment, choosing and mixing paint independently, and writing their own name is not fully explored. Children are beginning to show curiosity as they mix a number of ingredients together to create sand dough. Staff talk to the children about how many full or half cups of flour they might need The children kneed all the ingredients together. Staff talk the children about the consistency of the dough, such as does it feel soft or sticky.

The main ethos of the setting is for all children to feel and included. Staff work effectively with parents other agencies to support their care learning and play. For example, most areas have clear visual pictures with hand signs to aid children's awareness of the environment and the daily routine. Staff and children are beginning to use familiar hand signs, to convey meaning, such as 'good morning'. Staff are responsive to the children's individual needs and recognise some children need more time to adjust to the separation from parents. Children with English as an additional language are able to make links with their home language and cultural background as the observe positive images around the setting and through their play. Parents from differing backgrounds are welcomed into the setting. They talk to the children about their country and the cultural celebrations. For example, some parents come from China. They talk to the children about China and give the children fortune cookies as part of the Chinese New Year. This helps children to develop an awareness of the local community.

Children's health and well-being is successfully promoted. They are aware of the five a day programme and know eating fruit and vegetables helps to keep you healthy. They talk about different fruits, such as pineapples and how they grow in sun. They are beginning to be aware of their own safety and know when they hear the loud whistle they need to leave the premises and go outside.

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?	2
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?	2

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?	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?	3
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?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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