

Ludgershall Pre-School Playgroup

Inspection report for early years provision

Unique reference number 145922
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Inspector Anna Sketchley

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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

Ludgershall Pre-School Playgroup has been established in its present location since 1990. It operates from a mobile classroom within the grounds of Castle Primary School in Ludgershall, Hampshire. The playgroup has access to a fully enclosed outside play facility. It serves a diverse community, including children from military families and rural areas. The playgroup is registered on the Early Years Register to care for a maximum of 36 children aged from two to five years at any one time. There are currently 64 on roll, including 55 funded three- and four-year-olds. The setting welcomes and supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There is disabled access. The playgroup is open during weekdays in term time. Sessions are from 09.00 to 11.30 and from 12.30 to 15.00. A lunch club is held daily between 11.30 and 12.30. Children attend for a variety of sessions. There are five part-time and two full-time members of staff who work with the children, of these six are appropriately qualified. There are good links with other pre-schools and the primary school on site and the setting receives teacher support from the local Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Ludgershall Pre-School meets children's individual needs well. Its commitment to inclusiveness is outstanding. Children experience a warm, calm and very safe environment in which staff promote good learning and provide exceptionally good care. All children, including those with learning difficulties and/or disabilities, enjoy a wide range of activities across all areas of learning both indoors and outside. There has been good improvement since the last inspection, especially with regard to assessment and planning. Their engagement with the Pre-School Learning Alliance Quality Assurance process, and the commitment to the development of staff, enables the setting to have a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that planning provides sufficient experiences in language and number development which are appropriate to each child's stage of development as they progress towards the early learning goals but especially for those who are four and for the more able

The leadership and management of the early years provision

Recommendations made at the last inspection have been fully addressed. The setting is affiliated to the Pre-School Learning Alliance and regularly uses the quality assurance procedures provided. This helps them to identify issues for

improvement, for example, the prospectus for the setting is now translated into several different languages. In addition, staff have begun to use the Early Years Foundation Stage self-evaluation form. This demonstrates a real commitment towards further development. The staff show an outstanding commitment to their professional development. One adult has already completed the first year of a degree in early years practice and all other staff are at different stages of working towards level 2 and 3 of the National Vocational Qualification in childcare. All staff have completed a number of courses this year, First Aid training, health and safety, food hygiene and safeguarding to name but a few. This provides a highly skilled workforce, making a significant contribution to the children's good progress and excellent welfare at the setting.

There are very good links with outside agencies. Ludgershall meets with other pre-school groups in the area and enlists help from the local authority, especially for children with learning difficulties and/or disabilities. The health visitor, speech therapist and a leading teacher in early years practice all help to provide first rate support. The setting also has very strong links with the local primary school on-site, ensuring that children make a seamless transition from pre-school to their reception class. Relationships with parents are good. Parents say that their children really enjoy pre-school, make good progress in their learning and development, and are safe and very well cared for. The setting holds meetings for parents, both for those joining and those leaving for reception. Parents have the opportunity to share in the assessment process and so have a good knowledge of how well their child is learning and developing.

Staff safeguard children's welfare extremely well and, as a result, children enjoy a calm, safe and healthy environment. All required policies and procedures are in place and these are implemented fully and support good routines on a daily basis. For example, there is gentle, but firm, insistence on washing hands before snacks and positive and effective behaviour management.

The quality and standards of the early years provision

Children and parents are welcomed warmly by staff and arrive to a well organised setting where children choose from a good range of learning activities. Children separate happily from parents and are confident in taking off coats and choosing the right area to hang them up, marked by their key worker's name. There is an opportunity for parents to speak with staff if necessary. Children's interests and needs are considered a priority and good planning, involving the children, demonstrates this clearly. What children would like to do is carefully balanced with the necessary learning steps identified by staff. Weekly and daily plans show both adult- and child-led activities. This is an improvement since the last inspection. During their current topic on transport, children enjoy significant creative play and opportunities to develop knowledge of the world around them and people who help us. Amongst many exciting activities they have been engaged in 'washing cars' in a garage, serving ice cream from an 'ice cream van', a visit from the community policemen with their patrol car and a visit to the fire station. Staff make careful observations and record assessments of how well children are learning and developing. These assessments contribute very well to the planning of the next

steps in children's learning. This is another good improvement since the last inspection. Assessments are collated into individual books called 'Learning Journeys' and staff have a specially appointed time to plan and keep records up to date. These 'journeys' are shared with parents and also contain pictures of special moments in their child's development.

Children greatly appreciate being able to choose indoor or outdoor activities for themselves. This 'free flow' in learning enables the children to make good progress in developing independent, physical and creative skills and learning about the world around them. They have great fun making music with all the pots and pans hanging from the tree and growing their own fruit and vegetables, such as tomatoes, to have as a snack. They benefit from both hard and soft play areas where they can ride on big toys, play in the sand and water trays and use the climbing apparatus to build their strength and enhance their physical control. They demonstrate through all their outside activities that they know how to keep safe.

They contribute well to their learning as they play with small and large construction toys, visit the fire station in the role play area, print with paint and giant sponges, roll, cut out and bake their own biscuits in the cooking area and sing songs to help them learn to count. They show good independence as they fetch aprons when using paint, cooking or playing with water. Children develop good personal and social skills as they are encouraged to say 'please' and 'thank you' and to take turns and help tidy up ready for a story. Children develop well across all areas of learning and although there are very good opportunities for speaking and listening, there are less planned opportunities to help them begin to know their sounds and to learn to count and recognise numbers. Staff are attending a maths workshop in September to begin to address this issue.

At snack time children demonstrate a good understanding of healthy living. They choose and pour their own drink and the older children understand that fruit, vegetables and cheese are good for them. Parents are encouraged to support healthy eating by providing a healthy packed lunch for those staying to lunch club. Water is available to children at all times of the day.

Ludgershall Pre-School has good connections with the local area and activities in which the children take part help them to begin to think of others and to contribute to their local community, through, for example, their flower arrangement for the Flower Festival at the local church. They are prepared well for the next stage in their development.

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?	1
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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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