

Kimberley Pre-School Playgroup

Inspection report for early years provision

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Inspector	Karen Ann Byfleet

Setting address	Kettlebrook Lodge, Eastwood Road, Kimberley, Nottingham, Nottinghamshire, NG16 2HX
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Kimberley Pre-school Playgroup has been registered since 1968. They operate in a community building on the outskirts of the town. The setting is open during term time on Monday - Fridays, 09:30am - 12:00pm and Monday - Thursday 12:30pm - 15:00pm. Children attend a variety of sessions. The setting also provides a lunch club between 12:00pm and 13:00pm Monday to Thursday. The children have access to two halls and a secure outdoor play area.

The setting is registered to provide care for 26 children between the ages of two and eight years old. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll all of whom are in the early years age range.

There are six staff who work with the children, three hold relevant child care qualifications and all staff access appropriate training courses. The playgroup are members of the Pre-School Learning Alliance (PLA) and receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and are making good progress in their learning and development. Children's welfare is promoted well and inclusive practice for all children is effective. Children's individual needs are generally well met and links with parents and the developing liaison with other providers helps to ensure a smooth transition into school. Management are committed to driving and maintaining continuous improvement for the setting's future, although the system for reflective practice and the involvement of all staff is still in the early stages of development.

What steps need to be taken to improve provision further?

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

- plan and organise systems to ensure that all children receive an enjoyable and challenging learning experience that is tailored to their individual needs with regard to how the children are grouped for group activities
- develop further the system for reflective practice and self-evaluation to include the views and suggestions of all staff, parents and children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as there are sound policies and procedures in place and all staff have a clear understanding of their roles and responsibilities as they

regularly update their knowledge of safeguarding children's procedures through training. Children are protected and their welfare supported as effective up-to-date records, policies and procedures are in place. Alongside daily checks efficient risk assessments are completed to ensure children are kept safe. The setting has established routines to protect children both inside and outside. Safety equipment is in place and there are effective security measures in place. Children are protected in an emergency situation as regular evacuation drills are practised and recorded. Their health and welfare is supported well as the setting has established, consistent hygiene and safety procedures. Resources and premises are well-maintained, clean and suitable for their use.

Recommendations from the last inspection have been completed. As a result, the setting demonstrates capacity to maintain continuous improvement. Self-evaluation has been started by management to evaluate and reflect on practice. However, a system to ensure that all staff, parents and children's views are taken into account have not yet been implemented.

Children are cared for by staff who have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). Staff are well-deployed with effective systems in place to ensure required adult child ratios are met. Efficient systems are in place to ensure staff are suitable for their role and are clear about their responsibilities. The setting is well-equipped with toys and resources which provide children with sufficient stimulation and challenge through all areas of learning. However, there is some impact on children's learning and achievement as they are not always grouped appropriately for group activities, to ensure they are challenged according to their abilities. Children enjoy and participate in a good range of mark making and creative activities and they have access to a good range of books which are attractively set out in a quiet area of the room. Role play and imaginative resources are available throughout all sessions. For example, children enjoy the home corner, where they are able to act out familiar scenarios. Through planned topics and themes children are able to learn about a variety of real life situations such as travel agents and shops. The setting has an established routine to which the children respond well. However, the routine requires review as it does not completely support children, especially when children are split into groups as at group times some children are distracted and become bored. Children have free access to outside play in an enclosed area. They have access to wheeled vehicles, balls and other equipment which promotes their physical development. Children have enjoyed planting and nurturing flowers in pots in the outside area, developing their knowledge of how things grow.

Inclusive practice, equality policies and procedures are appropriately implemented throughout the setting so that children have their welfare needs met and are able to generally achieve as well as they can individually. Partnerships with parents and carers are well-established and ensure each child's needs are met. Currently verbal discussions are used to ascertain children's starting points and to exchange information about their child's day. Key workers complete development records of children's progress and these are available for parents to see at any time. Also the key worker sends children's development records home twice a year for parents to read and comment on. The development of beneficial links with local schools

enable the children to become familiar with teachers of the school, so aiding their transition into primary education.

The quality and standards of the early years provision and outcomes for children

Children are making good progress in their learning and development. They are happy and settled in the setting. Interactions are good and all children benefit from caring, warm staff. They are developing social skills and a sense of belonging to a wider family group as staff use encouragement, positive reinforcement effectively and positive behaviour management to divert inappropriate behaviour. Planning and assessments are clearly linked to the EYFS. Development records for all children contain a good range of planned and spontaneous observations of their progress and there is identification of their next steps.

The learning environment supports children's progress towards the early learning goals. Children have free-choice throughout the sessions and there is a good balance of child-initiated and adult led activities which ensure purposeful play. Helping to raise children's self-awareness and ability to think and reason for themselves. All children are involved in focussed activities both within groups and individually. However group activities are not always effective. Throughout the setting, children have the opportunity to undertake creative activities and enjoy many free expression activities such as drawing and free-painting alongside planned projects. children enjoy singing and rhymes and actively become involved in acting these out.

Children's welfare and safety is effectively well-supported. They feel safe within the setting and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about safety by themed activities such as road and personal safety. To promote healthy living children enjoy healthy snacks of fresh fruits and vegetables, which staff plan to link to the colour of the week. For example, children enjoy grapes, apples, kiwi and green pepper, all linked to the colour green.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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