

# Springville Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	314725
<b>Inspection date</b>	14/09/2009
<b>Inspector</b>	Jackie Phillips

<b>Setting address</b>	Springville Methodist Church Hall, Hull Road, Hessle, HU13 9NP
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<b>Type of setting</b>	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**

Springville Pre-school Playgroup is a well established group. It has been in operation for a number of years, registering in 1993 and providing childcare on non-domestic premises for children living in the local and surrounding areas. The setting is located in an urban area of Hessle, on the outskirts of Kingston-Upon-Hull. The playgroup is privately owned and managed on a day-to-day basis by two joint owners. Care takes place in the Springville Methodist Church building, mainly in one large room. Children have supervised access to an adjoining room used by the church for worship and an additional kitchen area. Toilet and nappy changing facilities are available and there is an enclosed, spacious, outdoor play area. Registration is for a maximum number of 20 children aged between two to five years. Currently there are 43 children on roll. The setting is registered on the Early Years Register.

The playgroup is open for eight sessions each week during local school term times. This includes five morning sessions which start at 9.15 am and finish at 11.45 am and three additional afternoon sessions, taking place Monday, Tuesday and Wednesday, starting at 12.45 pm and finishing at 15.15 pm Children may stay for lunch on these days by prior arrangement. There are 13 members of staff who work with the children. Most staff hold recognised qualifications in childcare, whilst others are well experienced. Staff receive support from the local Early Years Development and Childcare Partnership, including advisory teacher support. The playgroup is a member of the Pre- school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children make steady progress in their learning and development. They are well supported to achieve and enjoy their time at the setting by kind and caring adults who build warm and trusting relationships with them. Children are recognised as individuals and their care and welfare is given high priority, successfully enhanced by staffing levels that well exceed the minimum requirements. Effective links are well established with parents and professionals in the wider context. The setting has put into place adequate steps to evaluate its provision and consider satisfactory plans for further improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested for the seeking of any necessary emergency medical advice or treatment. (Safeguarding and promoting children's welfare)

02/10/2009

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

- develop systems for planning, observation and assessment tailored more effectively to meet children's individual needs
- develop the outside area in support of children's health, development and learning.

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

The staff team work very well together and place high emphasis on ensuring positive outcomes for children is at the heart of their practice. Children are kept safe and staff are vigilant about maintaining high levels of supervision to ensure a variety of safeguarding measures are well implemented. A varied range of written policies and procedures are in place to support the operation of the setting. Currently the procedure to ensure the legal requirement to obtain written parental consent, enabling adults of the setting to seek necessary emergency medical advice or treatment, is not robust.

Leaders of the setting are well motivated to seek and work towards further improvement. For example, by use of training, working in partnership with parents and others and sourcing new equipment and resources for children to use. They plan and implement a varied and interesting timetable of events for children to help support learning and development. Sometimes, however, children are expected to sit at planned activities for excessive periods of time. Systems for planning, observation and assessment are currently insufficiently focussed to ensure learning is tailored to meet children's individual needs and move them onto the next stage. Children are able to use the indoors and outdoors as they wish, which means they benefit from free access to both learning environments. However, the outdoors is yet to be more successfully developed.

The setting liaises very well with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care and learning. Visitors to the setting are invited to share their skills and talents with children extending learning potential, for example the Dental Hygienist. A highly positive relationship with parents exists built on sharing information, involving parents in their children's learning and seeking their views regarding the service provided. Parents are asked to share what they know about their child to enable adults to meet specific and individual needs and overcome barriers to children's involvement and achievement.

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

Adults have a sound knowledge and understanding of how children learn and develop and use a reasonable range of teaching methods and resources to provide

a varied range of activities and experiences to meet children's needs. They make play and learning fun, through a wide range of adult-led and child-initiated activities, many of which are planned and some spontaneous. The environment is well prepared for children before they arrive and is made welcoming and interesting, despite location being within a shared provision. Children's progress is frequently discussed, observed and recorded, although information lacks clarity to plan for and consistently well meet, individual learning needs.

Children have positive relationships with adults. They make good overall progress in acquiring personal qualities enabling them to develop skills for the future. They are enthusiastic and motivated to learn and show signs of perseverance and concentration when involved in tasks that interest them. They learn about different cultures and how to share and take turns. Behaviour is good and they demonstrate ability to make decisions. Children show an understanding of keeping themselves safe. For example, listening and responding when asked not to run indoors and taking part in the setting's emergency evacuation procedure. They adopt good personal hygiene routines and understand the importance of healthy eating. They engage in a wide range of physical activities, both indoors and out, increasing their understanding of being active and the benefits of physical exercise.

Children appear happy and settled and develop a sense of belonging at the setting. They use a range of resources to develop skills relating to information and communication technology. They make good progress in communicating, literacy and numeracy. They demonstrate an understanding of the wider world through their play, for example, pretending to be at the travel agents. They use brochures to choose holiday destinations, write tickets, use a till, negotiate and cooperate with their friends and explore their imaginary play with curiosity and interest.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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