

Longford Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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

Longford Pre-School Playgroup opened in 1974 and operates from two main rooms and a covered internal courtyard. It is situated in the town of Newport in Telford. The pre-school is registered on the Early Years Register. They are registered to care for a maximum of 26 children at any one time and are currently caring for 27 children from two to under five years old. Children can attend for a variety of sessions. There is an outdoor play area for the children.

The pre-school is open on Mondays and Wednesdays from 9.15am to 1.15pm and Tuesday Thursdays and Fridays from 9.15am to 12.15pm term-time only. The pre-school runs a carers and toddlers session on Friday afternoons from 1.30pm to 3pm. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are six members of staff working with the children, of these four members of staff have a recognised early years qualifications. There is one member of staff is working towards an early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the effectiveness of the early years provision is good. The staff work closely together with the management to ensure positive relationships are developed with the parents and their children. The staff and management also liaise with other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion for all children on roll. The indoor and outdoor areas provide a good range of activities to extend children's learning and development. Systems in place to evaluate the setting are good and includes input from management, staff, parents and the children. The capacity to make further improvement is strong.

What steps need to be taken to improve provision further?

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

- ensure parents have free access to the policies and procedures of the setting at all times
- ensure full and accurate details about children's outings are recorded on the risk assessment formats.

The effectiveness of leadership and management of the early years provision

The leadership and management of the pre-school is good. All staff and the management committee team work well to foster positive relationships with parents and their children. The staff liaise well with other providers of the Early

Years Foundation Stage (EYFS) which ensures inclusion for all children. The staff ensure the safeguarding policies and procedures are adhered to at all times. Risk assessment procedures includes areas, equipment and toys and outings involving the children. However, full details about some of the outings the children attend are not always accurately and fully recorded on the formats used. Children are safeguarded because all staff have undertaken child protection training and have a sound understanding of the procedures to be followed. All staff are suitably checked and vetted. The children feel safe because the staff foster positive relationships with the children ensuring they feel secure and cared for. The staff implement good standards of hygiene throughout the pre-school at all times.

The staff works well to supports children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met thereby ensuring inclusion for all children on roll. The self-evaluation systems of the provision are good and include input from management, staff, parents and the children. The capacity to make further improvement on an ongoing basis is strong. Improvements made since the last inspection ensures children's learning and welfare is well maintained.

The partnerships with parents is good. Parents have access to their child's learning and development files at all times which provides parents with information about their child's ongoing progression. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are identified and met. However, parents do not have free access to the setting's policies and procedures at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy a broad range of outings to places of interest including Amerton Farm where they look at various farm animals and talk about their habitats. They also enjoy walks in the woods to find various bugs and notice the wildlife and changing seasons. Other outings include local visits to the café, shops and the dentist. This extends children's learning across a range of development areas. The children enjoy planting and growing. For example, they plant strawberries and sweet peas watching them grow and change over time. To further extend children's learning they receive a range of visitors to the pre-school. This includes an animal expert who brings in various animals such as baby hedgehogs, reptiles and various insects for the children to hold and talk about. The children are very involved in their local community. They visit the market to buy fruit for snack times. They are also involved in the towns carnival as they dress up in traditional Indian clothing and ride on the float with their parents and the pre-school staff. Their learning is extended at the pre-school when the children taste various foods and look at story and reference books, thereby extending their knowledge about the world around them. The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity including dolls,

small world people depicting various cultures and people with disabilities. They also explore various festivals, such as Chinese New Year and Divali, through arts and crafts and model making.

The children are beginning to recognise the importance of adopting a healthy lifestyle and those things that contribute to this. They know to wash their hands before eating and after visiting the toilet and are keen to do this independently. Children enjoy a broad range of healthy option snacks which includes various fruit, bread with cheese or tuna and drinks of water or milk. The children enjoy a good range of physical play. They like to ride their trikes and jump on the low trampoline or use large equipment to extend their climbing and balance skills. The children use a range of tools to extend their small muscle movement. This includes using dough cutters, pushing tractors through paint and using cutters with the clay to make models. The children are beginning to learn about keeping safe. They enjoy role play as they learn how to cross the road and practice this under close supervision on outings with the staff. They are also involved in the fire evacuation procedures of the setting. The staff foster safe secure relationships with the children which encourages them to feel safe at the setting. Children are confident, happy and content and they independently approach the adults caring for them. They are well behaved, enjoy being involved in tidy up time and have a sound regard for one another and the adults that care for them. Children enjoy painting and drawing activities. Older more able children write their name on their work. The children's art work is displayed around all areas of the pre-school for them and their parents to enjoy, thereby fostering their sense of belonging.

Children are beginning to use information and communication technology to support their learning. They freely access the computer programmes during their child-initiated play times. The computer programmes support the children's problem solving skills as they find the odd one out, add one more or take away following the voice instructions under the supervision of the staff. Children's problem solving skills are further developed as they build towers and constructions using various resources. Areas around the pre-school are rich in print showing numerals and the alphabet and lots of labelled work displayed. The children look at numbers and measurements as they weigh out ingredients for baking. They also explore capacity as they play in the sand and water activities filling and emptying the vessels.

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	2
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	2
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

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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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