

The Village Pre-School Playgroup

Inspection report for early years provision

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Inspection date	09/03/2010
Inspector	Susan Janet Lee

Setting address	Mytham Road, Little Lever, Bolton, Lancashire, BL3 1JF
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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*.

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.

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Description of the setting

The Village Pre-School Playgroup was first registered in 1977. It operates from a community centre in Little Lever, Bolton. The setting is run by a committee.

The children have access to a large open-plan play area, bathroom facilities and an outdoor play area. The setting is open five days a week during term time. Sessions are from 9.15am until 11.45am on Tuesday, Wednesday, Thursday and Friday and again from 12.45pm until 3pm on Monday, Tuesday, Wednesday and Thursday. Some children attend full time on Tuesday, Wednesday and Thursday from 9.15am until 3.15pm.

The setting is registered to provide care for a maximum of 36 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 48 children in the early years age group on roll. Of these, 26 children receive funding for nursery education. The setting currently supports number of children with special educational needs. It employs eight staff who work with the children. Seven staff hold an appropriate childcare qualification and one member of staff is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is successfully promoted in a safe and inclusive environment. Their learning and development are effectively supported as staff plan and provide a wide range of interesting activities. As a result, the children make good progress in their learning and development. The good partnerships with parents and outside agencies ensure that everyone works together to support children's additional needs effectively. Partnerships with other settings are yet to be established. Arrangements regarding the self-evaluation system are still in their infancy and are not yet sufficiently developed.

What steps need to be taken to improve provision further?

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

- establish links with other settings who deliver the Early Years Foundation Stage to help promote continuity in children's care and learning
- develop further the arrangements in relation to self-evaluation and involve parents in this process.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of child protection matters and procedures and this helps to safeguard children's welfare. The vetting procedure ensures adults are suitable to have contact with the children who attend the setting. The induction procedure gives staff a clear understanding of their roles and responsibilities. There is an effective key person system in place, ensuring that the children are cared for by consistent and familiar adults. Staff demonstrate a commitment to sustainability. They work well together as a team and they organise space, time and resources effectively to meet children's needs. The environment is fit for purpose and supports children's play and learning. Staff have regard for children's well-being and their own professional development. They have lots of opportunities to attend training to further develop their childcare practices. Staff work closely with parents and other professionals to ensure that children with special educational needs are fully integrated and involved. However, staff have not yet forged links with other settings to help them provide continuity in children's care and learning.

The management team makes some use of self-evaluation and they have made notes on what they feel they do well and where they feel they need to improve. This documentation gives a satisfactory analysis of the setting's strengths and areas for development. Staff have also recently started a reflection journal. This has enabled them to reflect on their practices and to try new ideas. For example, a laptop is now used to show parents a slide show of photographs of their children at play. Recommendations from the last inspection have been successfully met. Fresh drinking water is now readily accessible to the children. Staff now have regular appraisals to ensure open lines of communication. Staff deploy themselves well to support the children in their play and learning. The children have more opportunities to learn that we write for a purpose and they begin to use problem-solving skills to help them calculate. Parents are provided with information in relation to the Early Years Foundation Stage and effective arrangements are in place for sharing information with parents about their children's progress.

Parents are involved in their children's learning. For example, a book lending scheme is in operation which encourages parents to share books with their children at home. There is also a parents' rota and parents come to help in the pre-school. The premises are welcoming and staff are approachable, which helps to create an atmosphere that enables a two-way flow of information between staff and parents. Recent thank you cards, comments in the compliments book and discussions with parents show they are happy with the service provided, levels of care and activities afforded. Parents comment that staff are helpful and supportive and that they take good care of their children.

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

The environment in which children are cared for is enabling and conducive to their learning. The children develop a good sense of belonging. On arrival, the children enter with ease, are happy to see their friends and are eager to explore. Effective procedures are in place regarding planning and assessment. Staff plan a wide range of stimulating activities and the children are happily engaged and occupied. Staff also adapt the environment and activities so that individual children are given many opportunities to participate at their own level. Staff form close relationships with the children, who feel at ease and are secure in their care. Staff dedicate time playing with and talking to the children. They value the children as individuals and they respond positively to their interests and interactions.

The children are able to use their own thoughts and ideas and they enjoy exploring patterns. For example, they roll car tyres in paint and then transfer the cars onto paper. The children make patterns by rolling the cars vertically and horizontally along the paper. They use different-sized tyres and different colours of paint. Staff value the children's creativity as they talk to the children about their paintings and admire their creations.

The children use language well as a means of sharing their feelings, experiences and thoughts. They are able to explore at first hand counting, matching and problem solving. The children play giant snakes and ladders. They throw the dice and are able to count how many spots are on the dice. They then count the correct number of spaces on the board. The children understand the rules of the game as they go up the ladders and down the snakes. They are able to wait patiently and take their turn. The children have access to a good range of interactive and programmable resources to support their learning. They complete simple programs on the computer and use a digital camera to take photographs.

The children show an interest in the world around them and talk about what they see and hear. They recently enjoyed watching big machinery chop down some trees at the side of the playground and the dustbin wagon emptying the bins. While playing outdoors, the children hear a sound and are able to identify this sound as the noise the dustbin wagon makes when it is reversing. The children learn to protect their environment as they learn how to recycle waste materials. They also learn to care for other living things. For example, they have recently planted spring bulbs and water them to help them grow. The children learn about their local community. They look at a printed map and use a pen to plan a route from one point to another. They talk about what they see on the map. For example, a river, a train station and shops. The children also develop an awareness of the wider world. They celebrate their own and other festivals, helping them to value each other's similarities and differences and developing respect for other people's cultures and traditions.

Staff actively promote and exercise good hygiene practices to minimise the risk of cross infection. The children learn about the importance of a healthy lifestyle. For example, staff use puppets during circle time to talk to the children about using

tissues when they sneeze or cough and about disposing of the tissues in the bin and washing their hands. At snack time, staff talk to the children about the importance of sleep and rest. They introduce discussion about healthy foods and explain to the children that milk contains calcium which is good for growing bones and teeth. Meal times are relaxed, social occasions. The children sit at table with staff and are able to eat at their own pace and chat with staff and their friends. Written risk assessments help to eliminate risks to children. Staff supervise the children well and this enables them to play safely and independently. Staff act as positive role models to the children. They treat them with care and respect and are polite and sensitive. As a result, the children develop an awareness of what is expected of them and they are polite and behave well. The children have lots of opportunities to enjoy exercise in the fresh air because they have free access to the outdoor play area. They are able to move freely and extend their play indoors and outdoors.

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	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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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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