

# Cantelupe Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206738
<b>Inspection date</b>	09/11/2009
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<b>Setting address</b>	Cantelupe Centre, Market Place, Ilkeston, Derbyshire, DE7 5HY
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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**

Cantelupe Pre-School Playgroup was established in 1972. The facility operates from two rooms in the Cantelupe Community Centre, which is located in the centre of Ilkeston, Derbyshire. The playgroup serves the local community. The playgroup rooms are in a level area of the premises. There are numerous flights of steps to access the premises. There is a secure outdoor play area.

The setting is registered on the Early Years Register to care for 24 children from two to five years and there are currently 43 children in the early years age range on roll. This includes children who receive funding for early education. The setting does share and seek information in partnership with some Early Years Foundation Stage (EYFS) settings the children attend or will transfer to.

The playgroup opens five days a week term-time only. Sessions are from 9.30am until 12.30pm. The playgroup employs eight part-time members of staff who work with the children. All of the staff hold appropriate early years qualifications and the manager is undertaking an early years related degree. The playgroup is operated by a committee. Day to day responsibility is delegated to the manager and staff. The playgroup receives support from a member of staff from the local authority and are members of the Pre-school Learning Alliance (PLA).

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

Overall the quality of the provision is inadequate.

Self-evaluation is incomplete and has resulted in the setting not fulfilling all the safeguarding requirements and a range of documentation is not accessible for inspection. These are legal requirements. However, a knowledge of each child's unique needs makes sure that the staff promote children's welfare and learning. This means that children progress well under the outcomes for Every Child Matters, given their age, ability and starting points. Some priorities for development are identified to develop the documentation and partnerships with parents, carers and other EYFS settings children attend.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all records relating to childcare activities are completed, are readily accessible, available for inspection at all times and for parents and staff to refer to. 25/11/2009

To improve the early years provision the registered person should:

- ensure risk assessment procedures are robust and potential hazards to children are removed, with specific regard to the drain in the outdoor play area
- develop further the methods of recording observations and assessments and the seeking and sharing of information with parents, carers and other EYFS settings the children attend to assist in planning the next steps of progress.

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

The staffs' desire to provide an effective service focuses on the children, their learning and development and not on the documentation aspects of the EYFS. This has resulted in an incomplete evaluation of their service. There is no record available for inspection that the risk assessments have been reviewed at least once a year which is a legal requirement. Risk assessments have been considered and the premises are generally safe and secure through visual daily checks. However, there is a potential hazard which the staff have not identified in the outdoor play area as the drain is not covered and children comment "there is a hole here" as they wobble on the leaves which cover it in autumn. A recommendation was made at the previous inspection to record more detail in the records of accidents and injuries children arrive with. However, this has been inconsistent, consequently children's welfare and safety is not fully supported. The staff have addressed the recommendation relating to the local authority Safeguarding Children Board procedures, attended training and have updated procedures which are shared with parents to assist in safeguarding children. Staff are unaware of the content of new policies to assist in safeguarding children. The policies and procedures documents are not always on site for staff and parents to refer to and therefore children are not fully safeguarded if a referral is to be made. It is also a legal requirement that these documents are available. Therefore overall the needs of the children are not met. Appropriate checks are made on all committee, staff and students to assist in safeguarding the children.

Generally effective partnerships are promoted through discussion and the completion of 'all about me' books to meet children's needs. Parents are initially encouraged to verbally share what they know about their child's developmental and educational progress. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully promoted. Parents are given a 'chat book' after each session with brief notes of what their child has been doing. The development folders are also available, a half-term report is handed out and next steps are discussed. The staff take children on visits to one of the local schools they will attend and liaise closely with childminders. However, they are not always aware if children attend other EYFS settings. All achieve as well as they can as the setting addresses any discrimination issues, adapts activities and seeks help from other agencies when necessary to ensure the children progress.

There are effective and efficient use of resources. The staff attend an extensive range of ongoing training and use a worthwhile key-person system. The environment is child-friendly. Their craft work and photographs decorate the front playroom. Both rooms are set up each day with well presented and stimulating activities. Children choose what to engage in and help themselves to resources from the stacking boxes and work trays. Access to fresh air and exercise are promoted effectively. The outdoor play area is used each day, weather permitting, and if wet such resources as the gym equipment is set up indoors. Dance and exercise routines are extended when a specialist dance teacher attends the playgroup. The premises are suitably maintained and children are aware of the risk of infection, use tissues appropriately and why they wash hands before snack and after the toilet. These aspects all contribute to the outcomes for children being good.

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

The staff support children's progress to ensure they flourish in the setting. The staff have been proactive in addressing the recommendations made at the previous inspection regarding the educational programmes. They have developed the systems to observe and assess development and these are used to plan activities and ensure children progress. Children's individual abilities are significantly extended through focus activities and incidental observations made during free play. However, not all information is recorded in a manner which other staff could follow if the key-person is absent. Overall progress is comprehensively recorded. An extensive range of activities are presented although there are some missed opportunities to fully promote children's skills for the future. The variety of resources which are battery operated or include old keyboards or mobile phones is considerable, but does not extend to children experiencing following programmes or the use of a mouse on a computer. The opportunities for children to recognise their name in text has been extended. For example they proudly self-register and pop their name-card in the letter-box.

Children develop a positive awareness of themselves and their needs. They are very aware of safety and why they 'always walk' in the playgroup and wear high visibility jackets when they go on outings. Their acceptance of differences is enhanced and they are very considerate to other children. Equality of opportunity and religious, cultural and family backgrounds are promoted in resources, craft activities and the celebration of festivals. Children make poppies for 'Remembrance Day' and talk age appropriately about what it means. The children respond to the consistent praise and encouragement of the staff and confidently interact as they play. Language and thinking is substantially encouraged as the staff constantly talk to the children, extending their learning. They enjoy building structures and concentrate hard as they interlock plastic bricks or create people with head, feet and limb shapes. They have access to a wide variety of books in the book corner and enjoy mark-making with pencils, crayons and paint brushes.

The children develop a range of skills for the future, extended through shopping

trips to the market to buy fruit for snack. They use the camera to take photographs as a record of their visits. Problem-solving and other mathematical skills are substantially promoted as the staff use relevant language at every opportunity. Children spontaneously use words to describe size, shape and colour as they play with plastic trains or cars on the mat or when reading flash-cards. Children's access to textures and craft resources are extended to include mark-making in cornflower or sand. They paint with brushes at the easel and develop their own experiences by painting their hands and hand printing instead. In the role-play area they pretend to bake and serve food. Imaginary play is extended as they use the office equipment as a 'Post Office' then a 'travel agents' and talk about holidays they have been on or are going on. Outdoors they enjoy balancing and jumping on beams and stepping stones. They patiently wait for a turn on the three pieces of gym equipment and quickly learn how to work the running machine or exercise bike. They eagerly engage in ring games indoors on wet days, such as, 'the farmer's in his den' and sing with enthusiasm a wide variety of songs and rhymes.

## 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>	4
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>	4
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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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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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