

# Metherringham Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253567
<b>Inspection date</b>	13/11/2009
<b>Inspector</b>	Melanie Arnold
<b>Setting address</b>	The Village Hall, Fen Road, Metherringham, Lincoln, Lincolnshire, LN4 3AA
<b>Telephone number</b>	07974870822
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Metherringham Playgroup opened in 1967 and is committee run. It operates from the village hall in Metherringham. The playgroup serves the village of Metherringham and other villages in the surrounding area. The setting is open term time only, Monday to Friday from 9.00am to 11.30am. It is also open on Friday afternoons from 12.30pm to 3.00pm.

The setting is registered to provide care for a maximum of 30 children aged from two to five years at any one time and is registered by Ofsted on the Early Years Register. There are 42 currently children on roll, all of whom are within the early years age range. Of these, 27 children receive funding for early education. The playgroup supports children with special educational needs and/or disabilities. The setting employs seven staff, all of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are fully supported in line with their individual needs as staff recognise and value the uniqueness of each child. Children enjoy and achieve as they participate in a good range of activities, which promotes their learning in all areas. However, some systems have yet to be further developed to ensure children's progress is more accurately recorded. The setting's mainly clear policies, procedures and practices, are used by the staff to safeguard children and effectively promote their welfare. Strong partnership working in the wider context underpins the successful delivery of the Early Years Foundation Stage for all children. Improvements made since the last inspection and the setting's clear system of self-evaluation, help to ensure children benefit from continuous improvement.

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

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

- ensure assessment records are used more accurately to monitor children's progress towards the early learning goals
- ensure the child protection policy is in line with Local Safeguarding Children's Board guidance and procedures, especially relating to if allegations of abuse are made against staff; and ensure all staff are fully aware of this procedure.

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

Children are cared for in a well-maintained setting. Space is used well to create an accessible, child-friendly environment, where children freely access a good range

of play materials covering all areas of learning. Staff are experienced and qualified and they continue to update their knowledge through their commitment to ongoing training. Deployment of staff is good, ensuring children are well-supervised. Children's health and safety is effectively maintained through the settings clear recruitment and vetting procedures, which helps to ensure the suitability of all staff working with children. Risk assessment procedures are followed to identify and minimise potential hazards, which further protects children from potential harm. All required records and documents are in place and completed well. The majority of policies and procedures are up-to-date with current guidance and are used well to promote children's welfare. However, although the child protection policy includes mainly appropriate procedures to follow, it is not fully in line with the Local Safeguarding Children's Board Procedures, especially relating to if allegations of abuse are made against staff. Therefore, although staff would take action to protect children, their knowledge of these procedures is not fully up-to-date with current guidance.

Staff work well with parents and carers, gathering and exchanging clear information to ensure children's individual needs are continually met. Parents comment very positively on the setting. They state they are happy with the service provided and they feel fully informed of all information relating to their child's care and learning. All children are respected and valued in line with their specific beliefs and backgrounds, enabling them to make progress from their individual starting points. The clear equal opportunities policy is implemented well, ensuring inclusion is promoted and any form of discrimination is actively challenged. Staff work well with other providers and professionals to ensure children benefit from continuity of care and learning. The setting has made improvements since the last inspection and all staff have a clear vision as they strive to continually provide good quality care and learning experiences for every child. The settings self-evaluation includes the views of all users and is effective as it leads to the clear identification of targets for further improvement.

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

Children have fun as they play in the safe, secure setting. Well-maintained toys and resources are organised effectively to create an accessible, stimulating environment, where children learn through play. Clear security procedures are implemented to ensure children are released into the care of authorised people only. Children's health and safety is effectively promoted through the setting's good practices and procedures. The setting's clear exclusion policy further helps to minimise the spread of infection. Staff create a café within the kitchen area, where children freely access a healthy range of snacks. They independently wash their hands, get a bowl and a cup, choose their snack and pour their own drink of milk or water. Children have access to a good range of physical play activities inside, which helps to develop their physical skills. The setting is in the process of developing a safe, secure outside area, to further enhance all aspects of children's health, care and play experiences. Children's awareness of maintaining their own health and safety is effectively promoted through the daily routine, discussions and activities. For example, children learn to evacuate the setting safely during the

regular fire evacuation drills and they learn about how exercise effects their bodies as they discuss and feel how fast their heart is beating after physical activities.

Children's learning is effectively promoted as they enjoy participating in a balanced range of adult-led and child-initiated activities. Staff plan an interesting range of hands-on learning experiences for their key group of children, resulting in activities being planned around children's interests and individual needs. Children's next steps for learning are continually identified through the setting's clear planning systems. However, the setting has yet to more accurately use their assessment system to fully monitor children's progress in all areas. Children's learning is effectively promoted through the skilled staff team. For example, staffs' good use of questioning during children's play, encourages children to think and be active learners. Planned activities help children to develop their mathematical skills as they learn about numbers and their value. Children also identify shapes on the maths board and they then try to identify these different shapes within the setting. The writing area provides children with opportunities to develop their mark-making skills. Children enjoy listening to stories where staff actively engage them in the story, which maintains their focus and interest. Children skilfully use the computer to complete different programmes. They also have free access to a good range of additional electronic and programmable toys and resources, which helps to develop their skills for the future. Children relate well to the staff and their peers. They have fun as they share and play cooperatively together. Children learn about differences and diversity through activities and their play. Staff act as positive role models, which promotes children's good behaviour and helps them to learn to value and respect others.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<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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