

Smalley Pre-School Playgroup

Inspection report for early years provision

Unique reference number	206856
Inspection date	29/03/2010
Inspector	Justine Ellaway
Setting address	Church Hall, Main Road, Smalley, Ilkeston, Derbyshire, DE7 6EF
Telephone number	01332 781283
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smalley Pre-School is run by a committee. It opened in 1992 and operates from the church hall in Smalley, Derbyshire. The pre-school is open each weekday from 8.45am to 11.45am during term-time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 36 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are six members of staff, five of whom hold appropriate early years qualifications to NVQ Level 3. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting. They make good progress towards the early learning goals through a varied and interesting range of activities. Policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. There is a sound partnership with parents to promote children's learning and development and partnerships with other settings that children attend are being further developed. The setting demonstrates a strong capacity to improve, having implemented a number of positive changes. The management team are constantly evaluating and identifying further areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other
- develop further systems that gather information to inform ongoing suitability decisions of staff.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as careful consideration is given to safety within the premises. A daily safety checklist is completed prior to the start of each session,

and as a result all risks and hazards are minimised. Additional measures are in place to protect children when they play outdoors, for example, a member of staff is always positioned at the furthest end of the outdoor play space. Staff have a sound knowledge of child protection issues and what to do if they are concerned about a child. Systems to establish the suitability of staff at the time of appointment are detailed and consistently maintained. Systems that gather information to inform the ongoing suitability of staff are being developed.

The manager is a committed and passionate individual who has successfully implemented a number of positive changes to the service to benefit the children who attend. Systems to evaluate and reflect on practice are thorough and clear. The information is realistic and reflective of the service provided. Areas for improvement are relevant and achievable. All staff demonstrate an enthusiasm to provide a good quality service. The setting demonstrates a sound capacity to improve.

Resources are well deployed throughout the session. Staff communicate well with each other and are effectively organised so that the needs of the children are met. Additionally, the transition between different activities are well managed so that children are not kept waiting. A good selection of toys and resources are laid out for when children arrive, making the environment stimulating and inviting. Parents comment that children are keen to enter and begin to play. There is a good range of resources within each activity which promotes children's enjoyment. Some of the toys are changed during the session to ensure children's enjoyment is maintained. Children have good opportunities to learn about others. The setting has got books that are dual language, and that also positively reflect age, race, culture and disability. Other resources include 'small world people' that reflect disability and age. The setting is proactive in evaluating the use of the resources and encouraging children to play with a broader range.

Suitable systems have been established that support the inclusion of all children. Designated staff have undertaken training in supporting children with special educational needs and/or disabilities. Consideration is given to those children who are progressing well and require further challenge and extension, as well as children who require additional support, for example, because English is not their first language. Planning takes into account the needs of each child with regards to their stage of development.

Partnerships with parents are sound and they speak very positively about the setting. There are frequent opportunities for parents to talk to their child's key worker about their child's progress in their learning and development. They receive useful information about the setting through newsletters and information displayed within the setting. Partnerships with some of the other settings that children attend are useful and mean that relevant information is shared about children's individual development needs. Partnerships with the remaining settings are being developed.

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

Children are happy and comfortable in the setting and enjoy their time during the session. They operate independently as they choose what they want to do and engage in purposeful play both on their own, in small groups and when participating in adult-led activities.

Staff are enthusiastic and skilled practitioners who are effective in supporting children's progress towards the early learning goals. They use very clear explanations to support children's learning, for example, when a child queries what a member of staff is doing or why something is happening. This also helps children to feel secure. Staff also use other effective techniques such as modelling, for example, showing a child how to cut with scissors. Relevant and regular observations are noted on what staff observe children can do. A detailed tracking system ensures that any gaps in children's learning are identified and subsequently planned for.

The session is fast paced and as a result secures children's interest and enjoyment. A good range of activities are provided that cover the areas of learning. Children enjoy the freedom of deciding when to have snack and are familiar with the routine of hand washing prior to this, which they do independently. They are able to choose whether they play indoors or outdoors for the majority of the session and a good range of resources are available in both areas. This includes large and small physical equipment.

Children listen attentively at circle time and join in enthusiastically with discussions. They speak clearly and confidently when they respond to their name at register time. They become engrossed in story time and make suggestions about what is happening. They enjoy using their imagination as they play with 'small world' and role play resources. Boys and girls make regular use of the mark-making area to draw, colour and do craft. Frequent opportunities to count mean that children make good progress in this area and can confidently count beyond 10. Children enjoy using information communication and technology equipment, such as the computer, to operate a simple programme. They operate the camera to take photos of others during play.

Children join in enthusiastically with singing recalling the words to familiar songs. They enjoy exploring and investigating and some children spend a considerable amount of time at the water tray. They use pipettes, containers, funnels and hoses as they experiment how to fill and empty the containers. A member of staff effectively extends children's learning as she leads a discussion about floating and sinking.

Children demonstrate a sound understanding of dangers and how to stay safe. They listen well to staff, for example, they all stop what they are doing when a member of staff bangs the drum. Staff support their understanding for example, showing them how to hold and carry scissors safely. Also through clear explanations of the consequences of their actions. Children demonstrate an

understanding of their own needs and of being healthy. They recognise what clothes they need to put on when they go outside to play on a cold day. They have opportunities to learn about the changes to the body after exercise. They choose a healthy snack of fruit, cheese and vegetables.

Children's behaviour is consistently managed. A system to identify different children to help tidy up each day has them beaming with pride when they are chosen. Staff are very clear in their explanations of why something is inappropriate to support children's understanding of right and wrong. As a result children behave well and are considerate of 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

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met