

Youlgrave Playschool

Inspection report for early years provision

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Inspector Diana Pidgeon

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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

Youlgrave Playschool operates from the Scout and Community Hall that is situated next to Youlgrave All Saints Primary School in Youlgrave, Derbyshire. The playschool is provided by a voluntary management committee and serves the village and surrounding rural community. It opens five days a week during school term time only. Sessions are from 9.00am until 12.00 noon. Children use the main hall and have access to outdoor space to the front and rear of the building.

The playschool is registered by Ofsted on the Early Years Register and may care for a maximum of 16 children over the age of two years. It is in receipt of funding for free early education for children aged three and four years. The playschool supports children who speak English as an additional language. There are currently 18 children from two to four years of age on roll. Three staff work with the children. Of these, two hold recognised early years qualifications. The playschool receives the support of advisors from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff plan some worthwhile activities for children that result in them making satisfactory progress towards the early learning goals. They have a reasonable grasp of the Early Years Foundation Stage but have not fully embraced the idea of personalised learning to meet the developmental needs of individual children. Most aspects of children's health and safety are promoted appropriately and children's individual care needs are clearly sought and met. Well-established partnerships with parents, carers and the local school ensure consistency in care and support smooth transitions. Satisfactory improvements have been made since the last inspection and self-evaluation is beginning to identify aspects for further development.

What steps need to be taken to improve provision further?

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

- minimise the spread of infection by improving the arrangements for children to dry their hands
- carry out regular fire evacuation drills and record in a fire log book any problems encountered and how they were resolved
- improve the planned programme by using knowledge gained from observations so that it gives sufficient emphasis to children's individual next steps
- improve the clarity of the policies and procedures to support the efficient management of the setting.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded because staff understand their responsibilities regarding child protection and show a satisfactory knowledge and understanding of the procedures to follow in the event of any concerns. A suitable safeguarding policy is in place although, like many policies in the playschool, it has been updated with notes or addendums. This means policies are not always easy for the staff, volunteers and parents to read and comprehend. Suitable risk assessment is in place and most aspects of safety are given due attention. However, the staff have not practised their fire evacuation procedures and therefore cannot be certain that these are effective in safeguarding children in an emergency. Suitable recruitment processes are in place to support the employment of any new staff, although these have not been recently used as the current team have been at the playschool for a number of years. They are aware of the checks that need to be undertaken and any unvetted persons, such as parent volunteers, are never left alone with children. Staff take steps to protect children who are ill or injured by implementing an exclusion policy for infectious children and ensuring staff are trained to administer first aid. During inspection the children shared one hand towel in the bathroom, which was used when children washed their hands after using the toilet and before eating. Although staff say paper towels are normally provided, on this occasion they were not and no steps were taken to rectify this on the second day. Such practice does not protect children from the risk of cross-infection.

Sufficient, suitable staff work with the children at each session. They work well as a team to transform the empty community hall into an inviting playroom every morning. This ensures children arrive to an array of activities which readily attract them and encourage them to separate from their parents and carers with ease. Children benefit from the use of the small rear outdoor space that they access directly from the hall and also use of the front garden, which staff set up to provide opportunities for many kinds of play, such as using dens, riding wheeled toys, playing in sand and exploring sounds. However, the daily routine restricts the time spent on freely chosen activity and during the latter half of the session children have limited access to a variety of toys and resources. As a result, they cannot revisit activities or consolidate earlier learning. Partnership working is a key strength of the playschool and leads to the successful transition that children make into school. Teachers from the local school visit the playschool to meet the children and key information is exchanged to support their future learning needs. Suitable systems are in place to identify and support any children with special educational needs by working closely with parents and outside agencies. Parents are valued as partners in their child's education. The newly initiated home visit that staff make to gather information and discuss children's starting points helps them to meet children's individual needs. Children who speak English as an additional language receive suitable support because staff seek relevant information about their linguistic abilities and home language. Parents receive information about the playschool through newsletters, emails and texts as well as through discussions with staff. Parents report high levels of satisfaction with the care and education their children receive and value the work of the staff. Sound progress has been

made on the recommendations made at the last inspection, which include improved monitoring of the service provided. The manager and staff have started to undertake self-evaluation and identify areas for development. This has led to current work being undertaken to improve the reading area for children. The playschool works cooperatively with advisors from the local authority and shows a satisfactory capacity for improvement.

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

Children are happy and enjoy their time in the playschool. Staff have a satisfactory knowledge of the Early Years Foundation Stage and take account of this when planning for the group, ensuring all areas of learning are suitably supported. However, planning is focussed on the group as a whole and not on the developmental needs of individual children. Observations and assessments of learning are not being sufficiently analysed to identify what children need to learn next. This means that although all children make progress their individual potential is not maximised. During the free-play part of the session, and in particular when children are able to access both in and outdoors, children easily find activities that engage and interest them. They happily create pictures using paints and roller pens, build models from a range of large and small construction materials and play imaginatively in their shop. Children explore in the garden, searching for shells hidden in the gravel and looking for insects under a log. They handle small creatures with care and show an understanding of the natural world around them. Their knowledge is enhanced through staff working with them and encouraging their use of new vocabulary. Children have good opportunities to be active, both crawling and climbing outdoors as well as adult-led activities indoors. This results in them developing coordination and an appreciation of the benefits of being active.

Children develop good social skills that prepare them well for the future. For example, they learn to share toys, to take turns and to work cooperatively with others. They become increasingly independent as they put on aprons before painting and pour their drinks at snack time. Children form positive relationships with the adults in the setting and through topics and activities they begin to develop an understanding of diversity. They play an active role within their community, for example, by contributing to the village well-dressing. Children begin to develop a sense of how to stay safe within the setting and clearly inform the inspector why they must not go beyond a row of cones. Young children develop a feeling of security because of the good attention given to them by their key person when helping them to settle. Children begin to understand about healthy lifestyles as they wash their hands before snack time and enjoy a range of healthy refreshments. They have space and time to be active and develop a positive attitude towards physical exercise. Most children express themselves clearly and staff support them to develop their communication skills by talking with them and providing new vocabulary. They rightly prioritise speaking skills for younger children and those who are at an early stage in learning English. Children use the planned opportunity to look at books independently. They mostly enjoy story time because children are grouped according to their stage of development,

which meets their needs better than larger group activities. Children show an ability to count, both by singing number rhymes and counting objects in practical situations. They show some ability to solve problems as one chosen child selects the correct number of cups for their table at snack time. The use of simple battery operated toys helps children develop a basic awareness of everyday technology. Therefore, as a result of the full range of experiences provided, children begin to develop the skills needed for their future success.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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