

Parkstone Pre-School Playgroup

Inspection report for early years provision

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Inspection date	02/03/2010
Inspector	Tara Street
Setting address	Riverside Community Centre, Parkstone Road, Hull, HU6 7DE
Telephone number	01482804312
Email	
Type of setting	Childcare on non-domestic premises

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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

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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

Parkstone Pre-School Playgroup is run by a voluntary committee. It opened in 1983 and operates from two rooms within Riverside Community Centre, situated in the grounds of Parkstone Primary School in Hull. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 35 children aged under eight years may attend the setting at any one time. The playgroup currently takes children from two to five years of age. The setting is open Monday to Friday from 9.15am to 12.15pm term time only. The playgroup also offers a lunch club on Tuesday and Friday from 12.15pm to 2.45pm.

There are currently 40 children on roll who are within the early years age range. Of these, 31 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the manager, who work directly with the children. Of these, eight hold an appropriate level 3 qualification in early years, one holds a level 2 qualification and the manager is currently working towards an Early Years foundation degree. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides effectively for children in the Early Years Foundation Stage. Staff have a good knowledge of each child to ensure that they are included and they make good progress in their learning and development. Children's welfare is soundly promoted through effective systems and procedures. Good quality monitoring and evaluating systems mean that the setting continues to improve and to produce beneficial outcomes for children. Strong relationships have been developed with parents and other agencies who work with children that attend the pre-school.

What steps need to be taken to improve provision further?

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

- further develop the assessment system to make it clearer how children are progressing towards the early learning goals and ensure their next steps in learning are consistently identified and carried through to the planning process
- provide more regular opportunities for children to access and develop their

skills in using information and communication technology.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is strong and positively impacts on the promotion of welfare, learning and development for the children who attend. All of the relevant documentation is in place, with detailed policies and procedures covering all aspects of the provision. Children are well protected as there are clear safeguarding procedures and staff have a very good understanding of their responsibility in protecting children. Risk assessments are clear and detailed, with confirmation of any action taken to minimise risks and hazards to children. Efficient structures are in place to ensure staff continue to be suitable for their roles.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and are given good opportunities to develop their knowledge and skills through training. Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. Displays and resources depict diversity in order to ensure children learn to value those who are different from themselves.

Very good relationships are established with parents. The setting offers clear and relevant information on what the children are doing so that parents can become involved in children's learning if they wish. Good opportunities are provided so that parents are kept informed of children's progress through parents' meetings, individual feedback about observations and access to children's development records. They are also regularly invited to 'stay and play' sessions, such as music and movement and rhyme time, run by the staff.

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

All children are making good progress in their learning and development. Staff interaction effectively supports children's learning through discussion, explanation and questioning. As a result, children show care and concern for each other and the environment, and form good relationships with staff and other children. Planning documents cover the six areas of learning well and good consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and meaningfully, linking to routines and activities that interest the children. However, assessment records do not clearly show children's ongoing progress or consistently identify their next steps in learning to effectively inform the planning process.

Children use their imaginations well, spending long periods of time in the role play and mark making areas. They negotiate their roles within the play shop and pretend to fill their shopping basket before going to the checkout. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities which look at different celebrations and cultures from around the world. Children show developing social skills as they play well together without adult involvement. For example, children eagerly play in the sand and texture trays and share the various resources available. They frequently count during games and activities, and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy stories and listen avidly when they are read to by staff, joining in with discussions about the characters. They are well supported to mark make and develop early writing skills. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, sound station, digital cameras and calculators. However, other opportunities for children to explore technology, such as battery operated and programmable toys, are limited. Staff are aware of this and are working to develop this aspect of the curriculum.

Children's good health and well-being is effectively promoted. Children experience a good range of regular activities, both inside and outside, which develop their coordination and balance skills. They eagerly participate in games, ride on bikes and explore the garden area. During activities, children learn about keeping themselves and others safe, such as learning to use play equipment safely. All of the required information is captured regarding children's health and dietary needs. A healthy and varied snack menu is available to promote children's understanding of healthy eating.

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	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

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

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