

Lees Pre-School Playgroup

Inspection report for early years provision

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Inspector	Ingrid Szczerban

Setting address	Lees Methodist Chapel, Haworth Road, Lees, Haworth, Keighley, West Yorkshire, BD22 9DL
Telephone number	07891 886 243
Email	ah014h4216@blueyonder.co.uk
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*.

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Description of the setting

Lees Pre-School Playgroup was registered in 1978 and is a committee-run voluntary organisation. It operates from a room within the Methodist Chapel in Cross Roads, near Keighley in West Yorkshire. The playgroup is open Tuesday, Wednesday, Thursday and Friday from 9.15am to 11.45am, term time only.

The playgroup is registered to care for a maximum number of 26 children at any one time. There are currently 33 children aged from two to five years on roll. It receives funding for nursery education. Children attend a variety of sessions and come from within the local community. The playgroup is registered with Ofsted on the Early Years Register.

There is a total of six members of staff who work with the children. Of these, four hold early years qualifications. The leader is qualified to degree level and the deputy is working towards a degree. The playgroup receives support from the Pre-School Learning Alliance, the Bradford Under Fives Association and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are predominantly robust systems in place to promote the welfare needs of children. Good attention is given to meeting the children's learning and development needs. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are valued and respected as individuals. Relationships with parents and carers are strong and links with external agencies are outstanding. The provider assesses the playgroup extremely well and accurately identifies many areas for improvement. An excellent capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- include permission to seek any necessary emergency medical treatment in the written consent from parents.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a predominantly good understanding of their role with regard to safeguarding children. For example, they are trained in child protection and know what to do if concerned about a child, and all staff are suitably vetted. All visitors to the playgroup are recorded, accurate attendance registers and

accident logs are kept, and staff hold current first aid certificates. Written consents are obtained from parents for the seeking of any necessary emergency medical advice; however, this does not include their consent for any emergency treatment. Risk assessments for the premises are effectively implemented to minimise risks to children both on the premises and on specific types of outings.

Systems in place to keep children healthy are good. The rooms used by children are clean and well maintained and children use separate towels to prevent the risk of cross-infection. Innovative ideas are put into practice so children learn extremely effectively how to stay healthy and safe. The playgroup arranges with the local school for a 'life caravan' teacher to come to talk to the children. Through the use of puppets children learn the importance of brushing their teeth, washing themselves and about people who help us, such as the emergency services. The staff are deployed well in the rooms and outside to support the needs of the children and the accommodation is organised effectively to support children's overall development and welfare. Children can safely reach their toys and activities, which are stored at their height. This promotes children's independence and their ability to make decisions.

There are highly effective systems in place to evaluate the service offered. Numerous and continuous improvements are made and planned. For instance, the playgroup has secured funding for a refurbishment of the premises which will include the provision of child-sized toilets, storage systems to allow children independent access and a new kitchen. The recommendations following the last inspection have been fully addressed. As a result, the welfare and independence of children and the reflective practice of the playgroup are improved. The Ofsted self-evaluation form is completed exceptionally well, with the staff, children and parents being involved. Advice and guidance from the local early years department is sought and acted on. Quality assurance schemes are followed, such as the Early Childhood Environment Rating Scale programme to improve the environment for children. For instance, staff meet and evaluate all aspects of practice regularly and ongoing training is undertaken. Parents' views are listened to and appropriate action is taken to implement their requests. For example, they requested separate permissions for taking children on visits to school and these are now in place.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. The key worker system works well; the individual personalities and learning styles of children are taken into account by staff in order to plan for each child's development. The environment reflects a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children to feel welcome and to learn to appreciate similarities and differences. Outstanding links are established with other settings delivering the Early Years Foundation Stage, such as the local school where the majority of the children will attend. Children's development records are shared at transition meetings with the teachers and the playgroup is invited to use the school's library, equipment and their playing field. The playgroup reciprocates the sharing of resources by inviting Year 1 children from school to join the playgroup children when they have a theatre group to visit. The playgroup children are also involved in community activities; they parade together in fancy dress at the local gala.

Partnerships with parents and carers are strong. There are good systems in place to exchange information and extend children's learning at home. For instance, meetings are arranged with parents to discuss their child's progress on a regular basis, planning sheets are displayed for parents which highlight the current themes, and daily discussions take place. Parents are invited into the playgroup to share their skills and jobs; for example, a parent who is a forest school practitioner led a session outdoors in a field for the children. Parental participation levels are good and they help with clearing away the outdoor toys before collection time. Parents spoken with on the day of inspection expressed their complete satisfaction with the playgroup and say of the staff, 'They are always positive, very approachable, professional and committed.'

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

Children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and what their next steps are for progression. Good information is obtained from parents before children begin about their child's level of ability. This helps the staff to plan for children's individual interests. As a result, children settle well and are suitably challenged to extend their learning. Plans of activities are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting their self-esteem and creative ideas.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not run indoors as staff explain that they could trip and hurt themselves and they regularly practise the fire drill. Healthy, balanced and nutritious snacks are given to children. The children try foods from around the world in line with themes about festivals. Children know they must wash their hands before eating and after using the toilet; the habit is well formed so that most children perform these actions automatically. Children learn about oral hygiene during visits from a dental hygienist.

Good emphasis is put on children receiving fresh air and exercise outdoors and children play out each day. When the weather is inclement alternative arrangements are made, such as music and movement sessions indoors. Children have a range of opportunities to develop their physical skills as they push and pull equipment, climb, run, balance on planks or use wheeled toys. Some children display excellent strength and can pedal bikes up hill with a passenger on board. Children also develop good levels of skill with their hands and use a variety of art and craft tools with increasing control.

Children respond happily in this environment, which is well organised, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with from well-stocked resources which are easily accessible. Children enter the playgroup confidently and are eager to play. They act as monitors to help with everyday tasks; at circle time they help to count how

many children are present, in English and in Spanish, and they pour the milk at snack time. Therefore, they learn to take turns and take responsibility. All children are well behaved. Children show good levels of concentration at story time and listen well.

Children communicate well. They talk about what they are doing and are supported well by staff who extend their conversations. Story time and singing sessions are very popular and children join in with enthusiasm. Children learn to recognise their own names as they select their name card at snack time. Children learn the sounds of letters because the staff teach them phonics. Children learn well about the world around them. They help to grow plants and flowers. They make their own sandwiches with the cress they have grown and so begin to learn about where food comes from. Through close observation, books and discussions, the children learn about the life cycles of insects and animals, such as butterflies and tadpoles. The children show great delight in returning these creatures back to the environment. When the time comes, they watch with fascination as the butterflies are released and flutter skywards.

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	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	1
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
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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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