

South Wingfield Pre-School Playgroup

Inspection report for early years provision

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Inspector Yvonne Layton

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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

South Wingfield Pre-school opened in 1971 and moved to the current premises in 2009. It currently operates from the Parish rooms in the village of South Wingfield, Derbyshire. There is level access to the setting. The pre-school serves the local village and surrounding villages. The setting opens Monday to Friday during term time only. Sessions run from 9.00am to 12.00pm each day with a rising fives group from 12.00pm to 1.00pm on a Wednesday and Thursday.

The setting is registered on the Early Years Register to care for 20 children within the early years age group. Currently 22 early years children attend and include children who receive funding for early years education. The pre-school employs four permanent and two temporary staff. All permanent and one temporary member of staff hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance. It is managed by a parent committee who delegate the day-to-day responsibilities to the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the group and all children make good progress in their learning and development and their welfare is well promoted. Staff have a good understanding of equality of opportunity and how to promote inclusion. Links with parents and the liaison with other providers is strong and helps to ensure consistency in care and education. The management, staff and committee have strong aspirations for developing the quality of the group to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review current procedures to make sure that children can be seen by staff in all areas of the outside play area at all times
- monitor all resources to make sure that they are suitable for their purpose and that all activities provide challenge and stimulation
- develop further opportunities to support the balance of adult-led and child-initiated activities by extending opportunities for self-chosen pursuits and adapt planning and routine activities to support this.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibility in protecting children.

Required risk assessments are carried out and overall security of the setting is effective. The security to enter the building is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. However, although there are clear systems in place to make sure children are safe in the outside area, there is a potential impact on children's well-being as on occasions children access a side section of the outside area unobserved by staff. Required policies and procedures are in place and records are carefully maintained.

Required checks are completed on staff and alongside appraisals management are clear about ensuring the ongoing suitability of staff. There are effective systems in place to cover staff absences and emergencies. Staff provide an interesting environment for the children, including specific interest areas, under difficult circumstances as the hall has to be completely cleared after each session. The areas are divided by clothes horses on which children's work is displayed. Children's welfare is supported well as the staff complete and appropriately involve the children in established consistent hygiene and safety procedures.

Children's learning is successfully promoted as the staff are knowledgeable about the learning and development elements and welfare requirements of the Early Years Foundation Stage. All areas of learning are visited within the planning. Each child has an assessment file which details individual progress and children's next steps. This alongside children's interests, themes and events is used to inform planning. Some child-initiated activities are offered such as children select small world and construction activities from a choices book, which is integrated into the next day's planning and there are self-selection choices in the mark-making and number area. However, generally child-initiated activities and themes are not fully promoted as staff are not completely confident about the concept particularly relating to self-selection and extending opportunities within planned activities. At the inspection some activities offered are of little interest to the children and activities that require adult support such as dominoes and number games are offered as a routine table activity. Consequently these are not used by the children therefore there are lost opportunities for children to explore and experiment. Vigilance is required to make sure all resources and activities are suitable. The free-choice number and mark-making area has items such as printing stamps but no print block, there are blunt, broken pencil crayons and dried up felt pens. The water tray has insufficient water for some children to be able to use the pump and the paint easel is covered with old paint with some paint pots without brushes.

Reflection on practice is part of the ethos of the setting and ongoing evaluation is undertaken for all aspects. There is a strong commitment and drive to improve the provision and the outcomes for children. There is clear recognition of areas of development. As a result, the group demonstrates a strong capacity to maintain continuous improvement.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Partnerships with parents and carers are secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents about each

child. Parents have access to the group's policies, procedures and information books about the Early Years Foundation Stage. Involvement of parents is sought via newsletters and questionnaires. Alongside informal feedback about their child's progress and welfare parents are invited to a folder sharing session, where they go through their child's progress and development, and parent consultation every term.

Links within the school, other groups and other services are proactive. Each child who attends another setting has a communication book and there is effective two-way involvement with the local school. The on-site community police are actively involved with the setting; they join in outings and events with the children.

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

Children are very happy and settled at the setting. Play is purposeful as staff give encouragement and ideas within activities. Children concentrate well and confidently enjoy activities alone, in small groups or with an adult. Staff are skilled at getting children to think critically as they pose challenging questions. Interactions are good and all children benefit from caring, warm staff. Children's communication skills are well promoted as staff and children hold detailed conversations about their experiences, family and lives. They are developing good social skills and a sense of belonging to a wider family group as staff use encouragement, praise and positive reinforcement effectively. Children care and look after each other, they understand about sharing and working together. A strong sense of self is promoted as staff encourage children to think about and consider issues. They readily understand and hold detailed conversations about why they wash their hands and what they enjoy doing at the setting.

The learning environment supports children's progress towards the early learning goals. They enjoy a rich variety of adult support, spontaneous and planned activities. Each child has their own letter of the alphabet and they bring in an item from home of the same letter. Photographs are taken and used to make a letter book. They count, add and subtract numbers spontaneously within the routine alongside focussed activities. Children enjoy many free expression activities such as free-painting, small world and role play. Planned creative projects include national and international celebration crafts. Within this, children's creativity is enhanced as they select their own resources and content of projects. Children join in planned story time alongside spontaneous stories by staff and children. They learn about literary terms as staff explain the meaning and role of the author and the illustrator of books.

Their knowledge of the world and people is enriched by visitors to the group, such as the community police, a vet and a baby is brought in by a parent so children can learn about caring for babies. Outings to the local community extend children's learning and are integrated into all areas of learning. Children devise maps to explore the village, monitor building work in the area and investigate where each other lives. This is extended with construction of 'houses' using junk boxes. A variety of activities linked to 'Going on a Bear Hunt' include taking photographs,

exploring the woods and making footprints. Children learn about different cultures and countries by a series of themed activities such as flags of the world and using different languages to greet each other. A specific Japanese festival is linked to celebrate the children's own ages. Children learn about nature with activities including investigating natural objects with magnifying glasses. They plant and tend vegetables and follow the lifecycle of frogs by visiting the school pond and keep tadpoles in the setting for periods of time to watch them change.

Children's welfare and safety is robustly supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities such as road safety. To promote healthy living, awareness of their own bodies and physical skills children undertake themes such as looking at human growth and enjoy outside activities. Throughout staff talk to the children about self-care and promote good hygiene.

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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