

Brownshore Preschool Playgroup

Inspection report for early years provision

Unique reference number	218105
Inspection date	21/04/2010
Inspector	Jasvinder Kaur

Setting address	Brownshore Community Centre, Hobnock Road, Essington, Wolverhampton, West Midlands, WV11 2RF
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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*.

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

Brownshore Pre-school Playgroup opened in 1992. It operates from premises at the rear of Brownshore Community Centre. All children share access to a secure enclosed outdoor play area. The group serves the local area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and provides care for a maximum of 26 children in the early years age group at any one time. The setting is open each weekday during school term-time. Sessions are from 9.00 am to 12.00 noon. The sessions are from 9.15 am to 12.15 pm Monday to Friday and 12.30 pm until 3.30 pm, Wednesdays and Thursdays. Children attend for a variety of sessions.

There are currently 36 children aged from two to under five years on roll. The playgroup currently supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The playgroup employs three members of staff. All staff hold appropriate early years qualifications to Level 3 or above. There is one student on long-term placement. The setting receives support from the local authority and is accredited by the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Comprehensive details about each child are successfully collected via positive partnerships with parents and carers to ensure that individual needs are met. Policies and procedures are effective and inclusive for those children who attend and staff ensure that the learning environment and resources are available to all children. This means an inclusive and welcoming service is provided. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted on, though parents' contribution is relatively limited. Good partnerships with professionals from the local authority, however, make certain that all needs of children are met.

What steps need to be taken to improve provision further?

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

- develop observation and assessment records to ascertain children's achievements clearly and to plan next steps towards the six areas of learning
- improve further the two-way flow of information with parents especially in respect of evaluating the service and of seeking their views on their children's education by sharing the planning of activities.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected, as staff have a clear understanding of safeguarding children. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They demonstrate good knowledge of the procedure in the event of an allegation being made against a member of staff and the implications this may have for their practice. There is a rigorous system in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience.

Comprehensive induction is carried out to ensure that new staff are aware of all aspects of the setting including health and safety regulations to promote children's welfare. A safe and secure environment is provided, and the security of premises is well maintained. A detailed risk assessment and daily safety checks are conducted in all areas to eliminate risks. Children adopt safe and responsible practices through visits from a lollipop person and regular input from staff, for instance, on road safety and any possible dangers in their everyday life. All children are protected from the spread of infection, because there is a good procedure in place to exclude those with infectious illnesses.

Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents. Resources are deployed effectively to promote inclusion for all children. A wealth of displays of children's own art work and colourful posters support children's learning and self-esteem. Celebrating festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity help children to understand and respect the values of others.

Staff are able to identify targets for further improvements in children's care, learning and development. For example, policies and procedures are under continual review, and the required documentation is effectively maintained and readily available for inspection. Staff regularly upgrade their professional skills by attending training and workshop sessions. The recommendations raised during the previous visit have been met successfully. Parents are encouraged to share what they know about their child and are kept informed about their children's achievements through sharing their profiles regularly. However, they are not actively involved in the children's learning through seeking their views in respect of the children's education or of the setting. Staff liaise with external agencies and services to ensure continuity and progression of children's learning and well-being.

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

Children share warm and friendly relationships with the staff and their peers. They benefit from an effective key person system and appropriate child-to-staff ratios. As a result, they have good individual attention where required, and this helps their development. Staff plan purposeful play and a good balance of adult-led and child-initiated activities. They have set up a system to maintain children's individual

profiles, although records of observations and assessments are not fully developed to identify children's achievements in order to plan activities towards next steps in learning. Nevertheless, Staff use good questioning skills to set challenges for children, enabling them to be actively involved in activities and in selecting resources needed.

Children extend their vocabulary by sharing their thoughts and experiences and asking and answering questions of staff and peers. Opportunities are provided for making marks, writing and recognising their own names in a system of self-registering on arrival. All children listen to and join in with stories, nursery rhymes and staff directions in one-to-one and group situations. Number games, displays and rhymes help children to develop their numeracy skills, as they count during play such as, how many dots on a dice. Children use vocabulary such as 'small', 'big' and 'little' to compare the different sizes of toys and objects.

Children are encouraged to listen and differentiate between the sounds they create with instruments that are self-made using a variety of pasta shapes, empty pots and plastic bottles. Children have opportunities to produce their own art work, alongside more structured art activities for the purposes of themed pieces or a wall display. In the home corner children pretend to make drinks and foods for their friends and visitors. A range of musical instruments and of sensory and texture experiences, including hand painting and water and sand play, supports children's talents. Children learn about the environment they live in, as they regularly go for nature walks, discuss changes in the weather and learn about seeds, trees and flowers. A variety of programmable toys and equipment is available to support children's awareness of how technology can help them in their everyday lives.

Children's physical development is supported very well, as the staff emphasise outdoor play and indoor physical activities. Daily access to the outdoor play area and daily use of physical play equipment promote children's manipulation and movement skills. Younger children show increasing control in holding objects and equipment and in using mark-making tools. Children are encouraged to learn the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. They enjoy fresh fruits and drinks at snack times. Drinking water is available throughout the session. Children are confident, well behaved and have good awareness of right and wrong, responding positively to directions from staff.

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