

Pelican Playgroup

Inspection report for early years provision

Unique reference number

EY342539

Inspection date

12/05/2010

Inspector

Lisa Parkes

Setting address

Pelican Centre, United Reformed Church Hall, High Street,
East Shilton, Leicestershire, LE9 7DH

Telephone number

0777 579 2861

Email

beverley.hutt@virgin.net

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

Pelican Playgroup registered under its current ownership in 2006. It operates from the Pelican Centre United Reformed Church in the Earl Shilton area of Leicestershire. A maximum of 28 children aged two to five years may attend at any one time. There are currently 65 children on roll who attend for a variety of sessions. The playgroup is open from 9.00am to 11.30am and 12.30pm until 2.45pm Monday to Friday, term-time only. There is no enclosed outdoor area.

The provision is also registered to offer out of school care to school-aged children under the age of eight years. This includes term-time care from Monday to Friday between 7.30am and 9.00am and 3.00pm and 6.00pm, and holiday care from Monday to Friday between 7.30am and 6.00pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup serves families and children in the local community and surrounding areas. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup currently employs eight practitioners, six of whom hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. Practitioners offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the playgroup. The playgroup is led by a motivated and experienced manager who embraces the process of self-evaluation and demonstrates a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- open up further opportunities for children to develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts
- develop further strategies to support children in learning the value of showing care for the environment.

The effectiveness of leadership and management of the early years provision

The manager and practitioners work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed a wide range of training to ensure they have strong knowledge and understanding of their roles and responsibilities. All practitioners have an accurate and up-to-date understanding of safeguarding children issues. The manager provides very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the playgroup. Thorough risk assessments of the areas accessed by the children are conducted and children benefit from good levels of adult supervision and attention. Robust vetting procedures are in place to ensure that children are cared for by suitable people and all children, parents and visitors to the nursery receive a warm welcome.

The manager strives to improve practice, regularly monitoring and evaluating the quality and standards at the playgroup. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the playgroup. For example, systems for observing, assessing and planning have been developed, and children are able to self-select resources and make decisions. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the playgroup, ensuring all children can achieve as well as they can regardless of their background. The manager demonstrates a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities and those with additional and specific needs.

Partnership with parents is effective and the manager provides regular opportunities for parents to become involved in the life of the playgroup. Parents are very well informed regarding their children's care and are valued. Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. Strong links exist with schools and this ensures that transition is as seamless as possible. The playgroup dedicates time for getting to know children and their families, fostering lovely relationships and helping to ensure that children settle quickly and feel secure. The manager employs a whole group approach and is enthusiastic and passionate about her role in raising standards for children. Children benefit from high levels of supervision and individual attention and they blossom at the playgroup.

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

Practitioners demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well-equipped environment reflects children's backgrounds and

the wider community. Precise policies and procedures ensure that children are protected and well-supported. Practitioners are well-deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. Good quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are matched to the full range of children's needs. As a result, children make good progress in their learning.

Children display a lovely sense of belonging within the playgroup and all appear settled and happy. Their behaviour is good and children are beginning to show an awareness of responsibility. For example, they independently access toilet facilities, help themselves to snacks, and tidy away their toys. Children are motivated and share responsibility for decisions. They play and work harmoniously alongside their peers and build strong relationships. Children of all ages explore their surroundings with interest and receive praise from happy practitioners. Children know what is expected of them and good quality interaction and well-organised routines help them to become secure and confident.

Children are actively involved in learning about the world around them and gain a good understanding of healthy lifestyles. For example, they demonstrate a positive attitude towards eating healthily and exercise. Children willingly participate in a wide range of physical activities, both indoors and outside and they adore walks around the local area. Topic based activities are implemented, such as growing plants and tasting new foods. However, children's interest in the environment is not as fully exploited as children are not actively involved in recycling. Children of all ages regularly come across new and interesting challenges and learning is lots of fun. Children are well-equipped with the skills they need in order to secure future learning.

Junk modelling is popular, and children create models using tubs, pots and boxes. They take pleasure experimenting with different materials during sensory play such as corn flour, spaghetti and soap flakes. Children are imaginative and regularly engage in role play. Although problem solving, reasoning and numeracy is woven throughout children's learning experiences, this area is usually promoted during adult-led, structured activities. Consequently, practitioners are currently considering new ways that children can discover mathematical ideas, concepts and language during child-initiated activities in their own play. Children learn to become independent through secure relationships with adults and all children are valued and feel part of the group. Practitioners are dedicated to their roles and create an interesting and inclusive atmosphere where children thrive.

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