

# Cantelupe Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206738
<b>Inspection date</b>	15/06/2010
<b>Inspector</b>	Diana Pidgeon
<b>Setting address</b>	Cantelupe Centre, Market Place, Ilkeston, Derbyshire, DE7 5HY
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<b>Email</b>	
<b>Type of setting</b>	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

Cantelupe Pre-School Playgroup was established in 1972 and serves the local community. The setting operates from two rooms in the Cantelupe Community Centre, which is located in the centre of Ilkeston, Derbyshire. The playgroup rooms are in a level area of the centre, which is equipped with a lift to ensure accessibility. There is a secure outdoor play area.

The setting is registered on the Early Years Register to care for 24 children from two to five years and there are currently 40 children in the early years age range on roll. This includes children who receive funding for early education. The playgroup opens five days a week term-time only. Sessions are from 9.30am until 12.30pm. The playgroup employs eight permanent members of staff who work with the children. All of the staff hold appropriate early years qualifications and the manager has an early years related degree. The playgroup is operated by a committee. Day-to-day responsibility is delegated to the manager and staff. The playgroup receives support from a member of staff from the local authority and are members of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Cantelupe Pre-School Playgroup provides a warm, friendly and inclusive environment where children feel valued as individuals and develop a strong sense of belonging. Children make good progress in their learning and development because staff provide a wide range of practical activities and learning opportunities that are based on children's interests and abilities. Staff work well together and take positive steps to promote all aspects of children's health and safety. The positive partnership with parents enables information to be readily exchanged to support all aspects of children's care and learning. Self-evaluation is used effectively as a tool to monitor the service provided and to plan for ongoing improvements.

## What steps need to be taken to improve provision further?

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

- review the provision of outdoor play to extend and enhance the experiences for children; where possible, link the indoor and outdoor environments so that children can move freely between them
- consolidate and extend the partnerships with other settings who provide care and education for the children.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for by a highly committed and skilled team of staff who have the children's best interests at the heart of everything they do. Staff demonstrate a secure understanding of the safeguarding procedures and their role in protecting children. The written safeguarding procedure is readily available and guides practice in the event of any concerns. Robust recruitment procedures ensure only suitable adults work with the children and all undergo appropriate checks through the Criminal Records Bureau. Comprehensive risk assessments and daily checks of the premises ensure effective measures are in place to eliminate hazards and keep children safe. A broken grate cover, identified at the last inspection, has been replaced and a more robust system of checking introduced. Security within the premises is good and staff carefully monitor times when children arrive and depart.

The staff work well as a team and are deployed effectively in their work with the children. High numbers of adults working with the children means that there are opportunities for one-to-one care at times. For example, if a child is upset they can spend time settling-in alongside their key person. The two playrooms are set out attractively every day before the children arrive and they enter to find a wealth of exciting activities ready for them. Recent reorganisation of resources into storage units and drawers gives additional opportunities for children to select for themselves what they wish to use. This promotes their independence and allows them to follow their own interests and ideas. Children have the use of a small enclosed outdoor area and they benefit from accessing this daily for fresh air. However, when all children are outdoors together space for activities is limited and children do not get the best out of the learning opportunities. Staff recognise the uniqueness of all children and plan to meet their specific needs. Appropriate systems are in place to support any children with special educational needs and/or disabilities and to include those who speak English as an additional language. Staff build good partnerships with parents and use a variety of ways to keep them informed about the group and their children's progress. New 'All about me' profiles ensure staff gather clear information from parents about the children's starting points and care needs and the use of 'chat books' provides a written record of what the children have done during the session. Key persons share developmental records with parents and next steps are discussed. Parents' views are taken into account through discussion and questionnaires and where possible their suggestions are incorporated into practice. Parents report that they are pleased with the service provided and praise the dedication of the staff.

The manager has taken many positive steps to improve the provision since the last inspection. She has worked hard to improve the partnerships with other settings that children attend and has been successful in developing good links with one primary school, which is resulting in a clearly supportive transition process for the children moving on. Other links are less well-established but there is a commitment on her part to continue to develop these. Self-evaluation is now an integral part of the provision and has helped staff as a whole to review their practice and plan for continuous improvement. The manager has delegated some of the day-to-day responsibilities to her staff and improved systems so that they are well-placed to

manage the group in the event of her absence. Staff are motivated and eager to improve their knowledge through training. This results in a group that provides good outcomes for children and continuously strives for ongoing improvement.

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

Children make good progress in their learning and development and thoroughly enjoy their time in the playgroup. They have friendly relationships with the staff, who support their learning well. Staff demonstrate a secure understanding of the Early Years Foundation Stage and implement it confidently through a wide range of stimulating activities that are planned around children's individual needs and interests. Regular observations of the children ensure staff are aware of what each child can do and help them identify next steps, which are then used within planning. As planning is personalised for each child, those who attend part-time are not disadvantaged. Children develop positive attitudes towards learning as they become absorbed in activities of their choice. For example, children attempt to make sense of the world as they prepare meals and care for babies in the home corner. Through a range of football inspired activities, prompted by the children's interest in the World Cup, children's knowledge of the wider world is promoted in meaningful ways. Problem solving, reasoning and numeracy is a strength of the group. Children count competently by rote and recognise a range of numbers, for example, on football shirts. They count frequently within their play and use a range of mathematical terms to describe position, shape and weight. Children use a range of technological equipment with increasing skills. For example, children take great delight in using their own digital camera to record events important to them during the day. Some children show great perseverance and creativity when taking their photographs by taking time to frame their pictures carefully.

Children begin to link sounds and letters and to understand the meaning of print. Most children readily find their own name cards as they self-register and later at snack time. They enjoy both small and large group story times because staff read to them in an engaging way and give them opportunities to be involved. Books placed at activities such as the farm encourage children to read for their own purposes. Many children like to write, draw and paint and there are good opportunities for them to access a wide range of mark-making materials. Children are generally active throughout the session and have daily opportunities to spend some time outdoors. They help themselves to water from the drinks station when they are thirsty and the effective organisation of snack time enables them to have a nutritious snack at a time of their own choosing. Children learn how to deal with their own personal hygiene and understand the importance of hand washing at key times in the day. They learn how to keep themselves safe and cooperate by returning items to storage units after use and helping to tidy away when asked. Children's behaviour is exemplary because staff are skilled practitioners. They use many different strategies to ensure children are aware of their expectations, such as singing the 'please and thank-you' song, and are rewarded for their positive actions. The playgroup arranges visitors to the group and takes children out into the community in order to enrich the experiences provided. For example, children visit the local market to buy locally grown fruit and vegetables for their snack. The

playgroup fosters a real sense of community and children enjoy being part of the group. Older children develop special friendships and show care and concern for their younger friends. They develop a real sense of fairness and use visible methods such as the egg timers to ensure everyone is included and has fair turns.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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