

# Ulceby Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

205723

**Inspection date**

14/06/2010

**Inspector**

Tara Street

**Setting address**

St Nicholas School, Church Lane, Ulceby, North Lincs,  
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**Telephone number**

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Ulceby Pre-School Playgroup is run by a voluntary management committee. It opened in 1997 and operates from a building within the grounds of St Nicholas Church of England Primary School in Ulceby, North Lincolnshire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. It is open each Monday to Friday from 9am to 12pm and on Tuesday afternoons from 12.55pm to 3.25pm term time only.

There are currently 33 children on roll who are within the Early Years Foundation Stage. Of these, 11 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, four hold an appropriate level 3 or above qualification in early years and one is currently working towards a level 3 qualification. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school provides effectively for children in the Early Years Foundation Stage. Staff have a good knowledge of each child to ensure that they are included and that they make good progress in their learning and development. Children's welfare is soundly promoted through effective systems and procedures. Good quality monitoring and evaluation systems mean that the setting continues to improve and to produce beneficial outcomes for children. Strong relationships have been developed with parents and other agencies who work with children that attend the pre-school.

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

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

- ensure records of staff suitability consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained
- link observations of individual children's learning and development more closely to the early learning goals in order to better identify future targets and challenges for them
- provide a wider range of signs, symbols and pictures, displayed at child

height around the provision, which reflect all areas of learning, with particular regard to problem solving, reasoning and numeracy.

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

Leadership and management of the setting is strong and positively impacts on the promotion of welfare and learning and development for the children who attend. The designated child protection officer has a clear understanding of their role and how to action any concerns, and staff regularly update their safeguarding training to ensure children are protected. Risk assessments are clear and detailed, with confirmation of any action taken to minimise risks and hazards to children. Children are safe within the setting, as effective systems, such as the collection of children, ensure their safety. Recruitment and induction procedures ensure that adults are safe to work with children, however, although all staff are vetted for their suitability, the record of the checks does not consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date upon which they were obtained.

Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. As a result, the transition between activities is seamless, which means that children flow from one activity to another without interruption. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. A good range of resources is available, with consideration given to providing different experiences, such as creative, role play, construction, sand play and an investigation table. Sound relationships are established with parents. The setting offers clear and relevant information on what the children are doing, along with activities to do at home, so that parents can become involved in children's learning if they wish. Very useful information is gathered at the time of placement and is used effectively to support children's individual learning and development and welfare needs. Good opportunities are provided so that parents are kept informed of children's progress, through progress reports, individual feedback about observations and access to children's development records.

The setting demonstrates a good understanding of where the areas for improvement are, and is committed to changes that will benefit the children who attend. Targets set are honest and realistic, and build on the good practice already established. Careful consideration is given to prioritising what needs to be done first and establishing what the options are, rather than implementing something and then having to change it again. Staff are involved in evaluating and reflecting on practice, and are given good opportunities to develop their knowledge and skills through training.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. Children are keen to enter the pre-school and are interested in the activities on offer. They show care and concern for each other and the environment, and form good relationships with staff and other children. They behave well and develop a sense of pride through the positive encouragement and praise that staff give them. Planning systems are clear and detailed to provide a varied range of play opportunities for children. Good consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. A good observation system is in place which shows what children have achieved, but these observations are not yet being linked closely enough to the development steps towards the early learning goals to clearly identify each child's key next steps.

Children show enthusiasm and excitement at the activities on offer and engage in play for long periods of time. They show a good understanding of the routines and as a result develop their independence and confidence, for example, as they self-select what they play with. Children frequently count during games and activities. They have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, due to the limited range of signs, symbols and pictures displayed at child height around the setting which reflect aspects of problem solving, reasoning and numeracy, opportunities to further promote children's learning are missed. Children use their imagination well, spending long periods of time in the role play area. They negotiate their role within the play house, which they build from crates and fabrics, and pretend to make the beds before bedtime. They play well together, without adult involvement, which develops their social skills. The exploration table is frequently used with children showing interest in what they can see through magnifying glasses. The well-resourced computer provides opportunities for children to develop their computer skills as well as use games that develop their understanding of things such as number and colour.

Children enjoy stories and listen avidly when they are read to by staff, joining in with discussions about the characters. They enjoy looking at books independently and turn the pages carefully, placing the books back in the rack when they have finished. They are well supported to mark-make and develop early writing skills. Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play and the free-flow between the indoors and outdoors. They show skill as they balance on the small gym equipment, while at the same time demonstrate an awareness of safety as they carefully get on and off. All of the required information is recorded regarding children's health and dietary needs. A very healthy snack is available to promote children's understanding of healthy eating. Hygiene procedures effectively minimise the risk of cross infection.

## 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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## **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