

Sutton St James Pre-School Playgroup

Inspection report for early years provision

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| Unique reference number | 253629 |
| Inspection date | 11/06/2010 |
| Inspector | Gary Kirkley |
| Setting address | Bells Drove, Sutton St. James, SPALDING, Lincolnshire, PE12 0JG |
| Telephone number | 01945 440000 |
| Email | |
| 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

Sutton St. James Pre-school Playgroup is a committee run provision which first opened in 1970. It operates from a mobile classroom within the grounds of the village primary school. The premises has the use of an entrance hall, main playroom, kitchen, toilet facilities for staff and children, and storage areas. There is an enclosed outdoor play area attached to the building. Children from the village of Sutton St. James and its surrounding rural areas attend the group.

The pre-school operates each weekday during school term time from 9.00am until 11.45am. A maximum of 18 children may attend the playgroup at any one time. There are currently 24 children on roll. Of these, 13 children receive funding for early education. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision employs four members of staff on both a full and part-time basis. Of these, the manager holds a Level 4 qualification in childcare and is currently working towards a Level 5 qualification. All other members of staff hold appropriate Level 3 qualifications. There is a bank of relief staff which includes members of the committee.

The group is a member of the Pre-school Learning Alliance and receives support from a teacher advisor at the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has many outstanding features, including the setting's capacity for future improvements, based on the previous record of improvement since the last inspection, where a number of significant issues have been dealt with systematically and effectively. All outcomes for children are outstanding, with mainly outstanding leadership and management features. The setting is particularly inclusive, being easily physically accessible and able to take children for whom English is an additional language and for children with special educational needs and/or disabilities. All parents interviewed regard the pre-school playgroup as providing outstanding care and the highest standard of learning.

What steps need to be taken to improve provision further?

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

- explore ways of further developing sensory skills in play, such as hearing, tasting and smelling
- review resources for future children from different cultural backgrounds.

The effectiveness of leadership and management of the early years provision

The new manager has a positive view of how the playgroup can move forward and this is shared by all the staff, who take their role of the care of the children very seriously. Since the last inspection, all issues recommended have been thoroughly dealt with. Safeguarding is of the highest standard and central to the work of the setting. All children are thoroughly safe on site, with records of visitors and children undertaken systematically. Records on staff are secure and centralised, with all statutory requirements relating to Criminal Records Bureau checks and the vetting and recruitment of staff completely met. Risk assessments have been undertaken, with no issues around health and safety. Accident book, medication and fire procedures are all up to date, following nationally accepted policies. All policies relating to child protection and staff training are up to date, and reviewed regularly by the management committee. The local authority provides the appropriate level of support and training for these issues. Staff are well trained. The partnership with the local authority is highly effective, giving the setting access to information regarding local and national trends; the centre makes full use of this, with all staff participating in a range of modern training relating to safeguarding, child protection, health and safety, first aid, and early years courses to ensure the highest quality of learning opportunities.

Staff have undertaken a good level of training on equality and diversity, though this could be further developed by an understanding of different cultures of future potential children and a review of resources to cater for them. Available resources are of a very high quality, giving all children a range of play and learning opportunities to enjoy and achieve from. Both indoors and outdoors children make full use of the equipment made available to them.

The setting produces an excellent evaluation of its strengths and areas for further improvement, following a self-evaluation form; this has been moderated by the management committee. The quality of the planning of activities is outstanding, following a rigorous ongoing assessment of all children's needs and interests. The planning is used as a starting point for play and learning activities, but quickly develops to encompass new areas of interest for children, with staff skilfully enhancing and extending activities to ensure children achieve through a high quality of learning and enjoyment. There is an excellent use of a key worker system, with an 'all about me' process used to develop further targets for all children. There are outstanding levels of support for children. Staff know the children really well and work consistently hard to develop their learning at all times.

Partnerships with the host school and with parents are excellent. Parents speak very highly of the setting and its staff. Children's files are routinely added to, built up over time, and give a deep understanding to children, their parents and the potential school of how far they have travelled and are a celebration of the child's achievements.

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

The quality and standards of all outcomes for children are outstanding. Children really enjoy their time at the playgroup and engage fully with each other and all the staff; parents describe how their children make outstanding progress throughout their time there. One shy child has become more socialised through the outstanding work of the staff, who support him at all times, and develop his confidence to try activities and make progress. There is an excellent balance between outdoor and indoor activities, structured and unstructured activities and child-led and adult-initiated activities. Since the last inspection staff have skilfully developed the opportunities to extend and enhance the learning and play of general routines and spontaneous activities that arise, as recommended in the last inspection. All the children are inquisitive and happy, acting safely at all times. There are plans to further develop more sensory aspect of play and learning, to encourage children to taste, smell and listen; this will give children even more interesting and creative opportunities to develop their skills. Staff model outstanding behaviours of calmness, patience and positivity; the children replicate this and develop positive attitudes and characteristics. For instance a group of children were playing in cars outside and a member of staff was able to draw out a wide range of language to supplement their play. As this activity came to an end, children then moved inside to the play dough table and continued their play. The development of language and communication skills is clearly evident, with staff planning activities around mark-making and listing. Children have access to a range of creative activities, which develops their views of the world and their place in it.

Children are encouraged to adopt excellent healthy lifestyles, with only nutritional choices for food and drink at snack times, where children sit calmly with each other and talk about their play. Since the last inspection, all children have their named cup to drink from. Children develop social skills from the activities on offer and learn to take turns and tidy up after they have finished. Hygiene practices are outstanding, soap is readily available for hand washing, and staff monitor children as they clean up. All parents interviewed say that their child makes outstanding progress, with the playgroup preparing them thoroughly for the next stage of their education.

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

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| 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 | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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