

Little Eaton Playschool

Inspection report for early years provision

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Inspector Jean Otter

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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

Little Eaton Playschool opened in 1969 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from the United Reformed Chapel in the village of Little Eaton, Derbyshire. A maximum of 18 children may attend the playschool at any one time. The playschool is open during term time from 9.30am to 12 noon Monday, 9.00am to 11.30am Tuesday to Friday and 12.30pm to 3.00pm Tuesday, Wednesday and Thursday. The setting also runs a lunch club during term time on Tuesday, Wednesday and Thursday between 11.30am and 12.30pm. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two to under five years on roll. Children attend from the local community and further afield. The playschool supports children with special educational needs and/or disabilities.

The playgroup employs eight members of staff and of these, six hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Eaton Playschool provides effectively for children in the Early Years Foundation Stage. The planning for individual children's learning and development ensures children enjoy their time at the setting and most staff demonstrate 'best practice' when communicating with the children. A safe, fully inclusive and welcoming environment is provided so that all children benefit from the comprehensive activities and experiences offered. The playschool develops positive partnerships with parents, other professionals and settings. All staff are involved in evaluating the strengths and areas for improvement. The organisation of policies and procedures is mainly good with minor weaknesses in the content.

What steps need to be taken to improve provision further?

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

- ensure the quality of adult interaction with children is consistent across the staff team with particular regard to communication to challenge children's thinking
- develop the 'Lost child' policy to include the procedures to follow if a child becomes lost whilst on an outing.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. Staff have attended training and demonstrate a very clear understanding of the procedures and how to implement them appropriately in order to protect children from harm and neglect. Children feel safe in the setting as staff practice safe routines and teach children how to keep themselves safe from injury and harm.

The supervisor of the setting demonstrates good organisational and managerial skills, using self-evaluation systems to monitor and evaluate the provision accurately. She is not afraid of changing systems that she feels can be improved and is motivated to try new ideas. Staff are encouraged to share their ideas and staff meetings are held regularly to discuss issues. Systems are in place for training opportunities and an induction process is in place for new staff. Staff have worked hard to drive improvement since the last inspection and have embraced the recommendations within the report. Overall, staff support children's learning well and successfully use the principles of the Early Years Foundation Stage framework during the sessions. Planning is effective and staff are aware of the learning intentions of the activities in relation to children's 'next steps'.

Parents and carers of the children are valued and supported as partners in their children's learning. They are given good information about day to day business, the policies and procedures and how learning and development is implemented within the setting. They are invited to add their own knowledge and skills to enhance their children's experiences. Comprehensive links are formed with other professionals and settings to ensure each child's needs are consistently met and the transition to the local school is supported well. All necessary documentation for the safe and efficient management of the setting is in place and all staff and volunteers are vetted. However, the policy relating to a child being lost does not include the procedure to follow if a child goes missing when off the premises, for example, when on an outing. Children are well supervised and staff move around the areas talking to and observing children, appropriately engaging in their play. The supervisor is directly involved in the day to day care of the children and guides the play and routines, staff communicate sufficiently well with each other with regard to their deployment at busy times.

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

Children are provided with good opportunities to investigate, explore and use their creativity. Themes and topics are used well to extend their knowledge and understanding of the local community and the wider world. Numbers and shapes are used consistently and language to describe comparisons and measure is introduced well. Role play, tools and materials are used creatively and there are daily opportunities for children to develop skills for mark-making. Children have access to a laptop and a wide range of books are available at each session.

Activities are well planned and acknowledge children's individual interests and ideas. Staff securely base their observations and assessments on what children enjoy and can do, taking into account their 'starting points'. They observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. Staff ensure parents and carers have opportunities to talk to them, both informally on a daily basis and on more formal occasions, where they can share detailed information about their child's care, well-being and progress. Most staff use good communication skills with the children, asking open ended questions and presenting good levels of challenge, however, not all staff have acquired such comprehensive levels of skill in this area which means there are some missed opportunities to fully challenge the children's thinking. Children are listened to, are encouraged to listen to others and are keen to express their ideas and feelings in discussion. Children behave well, they support each other and older children help younger children in the group. They know where toys and equipment are kept and make choices and decisions for themselves which develops their confidence and self-esteem. They learn to respect and value people's differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year. Children with special educational needs and/or disabilities are fully supported within this inclusive setting where each child is valued and respected.

Staff create a safe and welcoming environment where risk assessments are detailed and support children's health and safety well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating through a 'hands on' approach as they help to prepare the healthy snacks that are provided. The free-flow system between inside and out fully supports physical play and the garden is a significant feature of the setting, supporting children's learning and sensitivity in all areas relating to living things.

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