

# Egerton Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 127171  
**Inspection date** 21/09/2010  
**Inspector** Clare Stone

**Setting address** Millennium Village Hall, Egerton, Ashford, Kent, TN27 9DS

**Telephone number** 07773 600982 Supervisor no 01622 858931

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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*.

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## **Description of the setting**

Egerton Playgroup opened in 1999 and operates from the Millennium Village Hall in Egerton, near Ashford, Kent. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:00am to 12:00pm, term time only. All children share access to a secure enclosed outdoor play area. There are currently 32 children aged from two to under five years on roll. Of these, 20 children receive funding for nursery education. Children come from the local catchment area. The playgroup are able to support children with disabilities and can also provide assistance for those with learning difficulties as well as for children who speak English as an additional language. The pre-school employs seven staff, of these, six members of staff hold appropriate early years qualifications. They also receive support from the Local Authority.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development. Children are happy and settled in their environment and staff provide a fun and stimulating curriculum. There are good procedures in place to keep children safe and secure. Methods of self evaluation are effective, and identify the strengths and areas for improvement. Outcomes for children are fully promoted to ensure children's welfare needs are met and supported by the very good partnership with the parents and carers.

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

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

- continue to remind children to wash hands before snack time
- continue to extend children's mathematical skills with appropriate language in everyday situations

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

The manager ensures children are safeguarded in the setting by implementing robust recruitment procedures to ensure all staff are suitable to work with children. Staff hold relevant qualifications and are experienced in looking after young children. All doors to the setting are locked and staff ensure secure arrival and departure procedures are in place. Thorough risk assessments are recorded and all hazards are quickly identified and made safe for children. The manager ensures regular fire procedures are practised and record all findings to ensure the quick and safe evacuation from the village hall. Staff have a good understanding of child

protection issues and could name the four types of abuse. They are very clear of their role and responsibilities in protecting the children in their care and all policies and procedures reflect this.

All resources are in good order and fit for purpose. They support children's learning and are used effectively to achieve planned learning goals. Staff take appropriate steps to ensure resources and the environment are sustainable. Staff use a list of toys to ensure that children have access to all the resources and equipment stored at the setting. Children clearly thrive as a result of the setting they are in.

Adults appropriately and actively promote equality and diversity. They have a good knowledge of each child's background and are taking effective steps to close identified achievement gaps. Staff work together to ensure all children's individual needs are being met and plan individual education plans for each child. They share records and information where appropriate to ensure children receive the support they need. Children feel valued and respected with their differences celebrated. The manager has completed a comprehensive self-evaluation and staff help identify improvements. The team work well together which leads to a harmonious feel within the setting. All new changes are monitored and reviewed to ensure it is of benefit for the children and all work is recorded. Children are also included in this strategy to help staff understand what children enjoy and give them a sense of belonging. All recommendations from the previous inspection have been met and exceeded in some areas.

Partnership with parents and carers is well established. Parents state they are very happy with the care and education their children receive with a couple of parents moving their children to this setting from another one. Communications take place between parents and other agencies regularly to ensure children's welfare is paramount. The setting visits the local school and meet with new teachers to help children with their transition to school. The staff seek parental permission before sharing any information with outside agencies. The staff promote good outcomes for children.

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

Most children, including those with special needs and/or disabilities and those with learning English as an additional language, are making good progress towards the Early learning goals. Children really enjoy their time at playgroup and parents say "they are excited about coming here". The hall is set up to cover all areas of learning and children make themselves busy. Due to the variety of activities and resources children are never bored and their behaviour is very good. Children can follow their own interests as staff feel it is important to let children move around freely. This promotes self-help skills and independence.

Staff clearly know the Foundations Stage very well and plan activities that are worthwhile and interesting. They follow children's interest and allow children to lead them with their planning. All observations link with the curriculum, helping

extend and plan children's next steps. This ensures children are moving forward at a pace that suits them. Parents are involved in their children's learning and can view their records at any time. Children are happy and settle quickly at playgroup. Their welfare, health and safety are given good priority with personal, social and emotional development high on the list of priorities. Children form good relationships with other adults and play well on their own, and those from different backgrounds and cultures work and play in harmony.

Staff help children to stay safe within the setting by gentle reminders not to run and what might happen if they do. This helps children learn cause and effect and be responsible for their own safety. They confidently talk about dangers and have visits from the community police officer who talks to them about road safety. Good quality interaction and well organised routines help young children to become secure and confident in their setting.

Children show a good understanding of health and hygiene, but at times forget to wash their hands before having snack. They understand the importance of healthy eating through good quality activities such as cooking, gluing and sticking healthy food options on a paper plate and when staff read books. Children were able to access the snack bar which had healthy options for them to choose with water or milk to drink. This is available all the time to stop children from becoming dehydrated. Children engage in a wide variety of physical play, both indoors and out, increasing their understanding of regular exercise as part of maintaining a healthy lifestyle. If children are unwell they do not attend playgroup, therefore preventing the risk of cross infection.

Children are making good progress in communication, literacy and mathematics. However, on occasion staff missed opportunities to extend children's learning with mathematical language in everyday situations. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. They use tape recorders, telephones and calculators confidently during role-play. Helping them use their imagination and recall questions they have been asked. Children play well together and are independently becoming active, curious and inquisitive learners. They are developing a good knowledge of the world around them and learning to make a positive contribution in society.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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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