

Leverton Pre-School Playgroup

Inspection report for early years provision

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Inspector Sue Rogers

Setting address North Leverton C of E School,, Main Street, North Leverton,
Retford, Nottinghamshire, DN22 0AD
Telephone number 01427 880 470
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

Leverton Pre-school Playgroup opened in 1972. It is run by a committee and operates from the foundation unit classroom in the primary school in the village of North Leverton, Nottinghamshire. The setting mainly serves the local, rural area but attracts some families from the wider area. There are currently 47 children on roll, some of whom are in receipt of funding for nursery education. Children attend for a variety of the sessions available. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open between 7.45am to 6pm and a variety of sessions are provided. During term time, the breakfast session operates between 7.45am until 9am. The pre-school session operates between 9am until 3.30pm and the after school session operates between 3.30pm until 6pm. During the school holidays, sessions run from 7.45am until 6pm. Five members of staff work with the children each day, four of whom have appropriate early years qualifications. The setting receives support from an early years mentor from the local authority. The setting works in close partnership with the primary school and Sure Start, which enables them to share resources and expertise. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well together to create a safe, child-centred environment where all children are included and each child is valued and respected. A range of activities are planned based on assessments and observations, although information gathered is not always used to identify all learning priorities. Children's interests and developmental needs are largely met and children make good progress in their learning. Documentation and policies to ensure the safety of all children are in place although risk assessments are not currently signed and dated, which is a breach of requirements. Partnerships with parents and outside agencies are developing well. There are good self-evaluation systems in place to monitor and evaluate current practice within the setting to ensure that continuous improvement is sustained and the setting is well placed to improve in the future.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record or risk assessment to include information on who conducted it, date of review and any action taken following a review or incident. (Documentation) 30/10/2010

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

- develop further the process for observing and assessing children so that the information gathered is used more effectively to identify learning priorities.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of safeguarding issues as they adhere to robust procedures, are fully trained and work together with parents to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Procedures for the safe administration of medicines, the recording of accidents and to ensure all children are collected by the correct person are rigorous. Staff are supported in their professional development and have completed training that enhances their knowledge, which benefits the children as the staff team are well equipped to contribute new and fresh ideas to the setting. However, although risk assessment checks are carried out on a daily basis, relevant documentation is not always signed and dated by staff, which is a breach of requirements.

Staff are enthusiastic about evaluating the effectiveness of the provision. Self-evaluation of the setting's strengths and weaknesses is ongoing and includes the opinions of all stakeholders. The setting is very well supported by the school, which provides children with continuity of care and ongoing support from staff. This consistency in their learning opportunities ensures that the staff largely meet the individual needs of the children. There are effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language, and the setting works closely with school practitioners who provide additional support for children and development opportunities for staff. Staff work very well with additional outside agencies, providing services that complement their support.

Children are encouraged to develop a strong sense of community because all staff have a genuine, caring approach, which helps to promote children's confidence. All children feel valued and develop a sense of belonging. This demonstrates staff's commitment towards improving opportunities for children and making a difference to the lives of children and families in the local area. The partnership with parents is developing very well. Regular exchanges of information between staff and parents are effective in providing for each child's care needs. As a result, children make good progress and feel secure at the setting.

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

Well-organised play sessions ensure that children confidently access all areas of the setting and fully enjoy the wide range of play opportunities which contribute towards their learning. Children's communication skills develop well as they are encouraged to use their imagination in role play. Children enjoy imagined play

scenarios that include presenting a spontaneous magic show, where they take turns in the roles of assistant, magician and audience. They thoroughly enjoy each other's company and develop good friendships as they recognise that their play and learning is enhanced when they include others. A significant strength of this setting is that the older children take pride in supporting younger children, who in turn develop in their confidence and maturity as they learn from the positive examples shown by their peers.

Children develop innovative ideas through their creative play. They explore with fascination, and show delight when experiencing new sensations, seen when they play and experiment with corn flour mixed with water. They create innovative artwork using paint, glitter, glue and three dimensional modelling materials. The outdoor area is used effectively and enables children to crawl through small spaces, balance on beams and learn how to climb. Children understand how to become responsible for their own safety through the good explanations given by staff and develop a sense of responsibility, which keeps them safe. They develop their technical skills as they build a car with a large cardboard box and learn how to make a structure that is strong enough to stand on by using large wooden building blocks. Well-chosen questions from staff promote children's learning and this encourages them to resolve problems and find innovative solutions. They learn about the world around them as they grow vegetables and fruit outdoors in pots and in the school allotment. This helps children appreciate where their food comes from and how to eat healthily.

The routines to protect children from illness and infection are well-established, with children becoming accustomed to washing their hands before meals and after outdoor play. Activities are varied and well-organised to meet the age ranges of children that attend. Children learn how to problem solve as they discuss solutions and show delight in finding answers to any challenges. Through the activities available children learn how to behave responsibly, discover that it is good to help each other and show consideration and kindness. The system for recording children's progress is developing, with staff recognising that there is scope for further development. Staff are keen to evaluate their observations of children's progress fully so that their next steps can be more successfully identified.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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