

Collingham and District Pre-School

Inspection report for early years provision

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Inspector

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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

Collingham District Pre-School is committee run and has been open for over 44 years. It operates from a church hall in the centre of the village. The group has access to a kitchen, toilet and an outdoor play area. The pre-school serves surrounding villages. The group is registered on the Early Years Register to provide 26 places for children aged between two and five years old. The groups admission policy states children are admitted from the age of two and three quarters. There are currently 42 children on roll who attend various sessions throughout the week. The group currently takes children with special educational needs but does not currently take any children with English as an additional language. There are systems in place to provide appropriate care and support. The pre-school opens five mornings from 9.00am until 12.00pm and two afternoons, Thursday and Friday, from 12.45pm to 3.45pm. These sessions are open to children of all ages and run in the same format as the mornings. Six staff work with the children. They have appropriate qualifications for their roles and have all attended a wide range of additional training to extend their knowledge. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup is organised effectively which enables all children to make good progress in their learning and development. Staff plan and provide a wide range of experiences that enable children to learn at their own pace in a welcoming, stimulating and safe environment. Highly effective partnerships between providers, parents and other agencies ensure individual children's needs are met successfully. The setting clearly demonstrates a very positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- undertake observations of children more regularly to track their progress more closely
- encourage children's independence skills through more free expression in art and creative work, and daily tasks and activities.

The effectiveness of leadership and management of the early years provision

Children are protected well because the staff have a good understanding of their roles and responsibility in safeguarding procedures. They know when to take action to safeguard children in their care and have a clearly written policy in place which is shared with parents from the onset of their child starting at the playgroup.

Children are further protected because staff are vigilant on monitoring who visits the premises and effectively supervise the children at all times. Staff have remained with the setting for several years offering continuity of care to children and their families. The well-qualified staff team, along with efficient recruitment procedures and detailed risk assessments provide a good, safe environment for children. Children's well-being is enhanced well due to the effective organisation of this setting. For example, regular staff meetings are held and appraisals for staff have recently been set up. This enables them to enhance their own development to improve the outcomes for children. Records, policies and procedures are robust. They clearly highlight how the setting operates and how children are cared for. Effective monitoring systems in place ensure that all records are accurately maintained.

A good range of resources that are attractively presented and in a good state of repair ensure children's all round development is successfully enhanced. Children have good opportunities to experience the world around them and the people in it, helping them to understand diversity. For example, girls and boys play with the same toys, both inside and outdoors. They access a good range of books, small world figures and acknowledge differing religious and cultural festivals during effectively planned activities. Staff are very aware of how to support children with special educational needs or whose first language is not English because of the good systems in place. This ensures each child is fully supported.

The setting places great value in ensuring that parents and families along with the children develop a sense of belonging. Parents and carers are provided with many opportunities to share and contribute to how their children are cared for. For example, parents complete questionnaires from the onset highlighting where their child is at in their development, their likes, dislikes and interests. From this, staff are able to identify each child's individual needs and plan effectively to help children settle quickly, progress in their learning and development within a stimulating and very supportive environment. Further practice, such as daily discussions between parents and staff, gathering information from the notice board and newsletters enhance the excellent partnership with parents and carers. Parents speak very highly about the playgroup stating that the key strength is the well-established experienced staff team.

The excellent links between other providers and those involved with the children whom attend the setting ensure that the overall needs of the children are met extremely well. This is because the setting recognises the importance of working together to improve the outcomes for children in their care. For example, staff regularly attend the local Children's Centre to share best practice and undertake training to develop their own skills and knowledge in childcare and education. There are very effective systems in place to exchange information between other providers, such as link dairies with childminders to ensure consolidation of children's learning and that their ongoing welfare needs are fully met.

A clearly written action plan effectively details how the setting continually makes improvement. This ensures children are provided with better outcomes. For example, the playgroup are improving the outdoor area by fixing a canopy enabling children to be outside in most weather. Previous recommendations made at the last inspection have been successfully met. They have been incorporated in

detailed action plans such as increasing the range of programmable toys, such as, toy shopping tills and monitoring children's use of information technology resources to ensure all children have equal access. The setting has established effective working partnerships with the local authority and with the committee who are actively involved in the setting. All staff contribute to the process of self-evaluation along with parents and children's views and ideas which together clearly demonstrate good capacity for continued improvement.

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

Children show a strong sense of security and belonging in the playgroup. As they arrive, they settle quickly engaging in the good range of activities, toys and resources. They show curiosity and enthusiasm in their play whilst the staff promote a calm and settling atmosphere. Children are making good progress in their learning and development. This is because staff know their key children well and from the onset, build on each child's individual interests and stage of development. Effective planning is in place to ensure children's level and speed of learning is met with sensitivity. Children's progress is monitored through observations although some of these are not done as frequently to ensure every area of learning is covered thoroughly. Each child's next steps of learning are identified and recorded which staff use to inform planning. Staff positively engage with children ensuring that most aspects of learning are incorporated within the activity. This is achieved through thought provoking questions and appropriate challenges for each child. However, some aspects of children's free expression in art work and self help activities do not always fully promote challenge and independence skills for all children. There is a good balance of adult-led and child-initiated play.

Children learn to play harmoniously alongside others. They are well behaved, polite and courteous. They are proud to take care of the toys and activities and are eager to help set up and tidy away. Children are forming good relationships with one another, enjoy the company of staff and are happy to play alone. Lovely conversations are held between children and adults such as talking about going to friends for tea. They enjoy many singing and action rhymes, and happily explore books. There are good opportunities to mark make such as drawing and painting. Children move around inside and outdoors with ease and confidence. They have good spatial awareness when jumping, manoeuvring bikes around objects and participating in action rhymes. Children enjoy exploring with colour and texture. The sticking table is a hive of industry as they enthusiastically stick various materials to decorate fruit shapes. Conkers in water enhance children's awareness to understanding the world. They tip pour and fill containers with conkers, count how many they have and see how many they can hold in their hands. They talk about the shape and colour and how the conkers feel in their hands.

Good opportunities are provided for children to prepare for the future. They access activities such as programmable toys and the computer and tills for handling money. They play imaginatively, handing out toy money when buying items from

the shop and using the trolley to collect toy food in. Children's awareness to safety is good. They are learning to take care of themselves as well as others. For example, they know not to run inside and put away their aprons for others to use and not to leave them on the floor so children may trip over them. Children have a good sense of personal hygiene. They regularly wash their hands after using the toilet, before they have snack and after they have finished at the creative/messy activity. Staff support children's ongoing good health by maintaining good standards of hygiene at all times. Snack time is enthusiastic as children choose when they are hungry. They make their own decisions of what they would like to eat from the good varied range of food available from bread sticks, bread and a selection of fruit, together with a drink of milk or water. Staff positively promote an inclusive environment where all children are treated with equal concern. Children learn about others similarities and differences through access to a range of activities and resources that raise their awareness to diversity such as books, dressing up, music, food, religious and cultural festivals and visiting the local community resources.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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