

# Longnor & District Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	218187
<b>Inspection date</b>	22/11/2010
<b>Inspector</b>	Tara Street
<b>Setting address</b>	St. Bartholomews C of E Primary School, Buxton Road, Longnor, BUXTON, Derbyshire, SK17 0NZ
<b>Telephone number</b>	01298 83233
<b>Email</b>	
<b>Type of setting</b>	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

Longnor and District Pre-School Playgroup was registered in 1992 and is run by a voluntary charity managed by a group of trustees made up of parents and volunteers. It operates from a purpose built Sure Start room attached to St Bartholomew's Church of England Primary School in Longnor, near Buxton. Children have access to a secure enclosed outdoor play area. The setting serves the local and surrounding rural areas. A maximum of 16 children aged from 18 months to five years may attend the setting at any one time. The setting is open on Monday to Wednesday from 9.15am to 3.15pm term time only.

There are currently 14 children on roll who are within the Early Years Foundation Stage. Of these, three are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register.

There are three members of staff, including the manager, who work directly with the children. Of these, one holds a Foundation Degree in Children and Young Peoples Services and is currently working towards Early Years Professional Status, one holds a National Vocational Qualification at level 4 and one holds a qualification in early years at level 2. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting. They make very good progress towards the early learning goals through a varied and interesting range of activities. Policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The staff team are highly ambitious and work hard to continuously improve in order to further enhance the play and learning opportunities for children. This is supported by excellent partnerships, both with parents, carers and other early years professionals.

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

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

- enhance planning to ensure it clearly identifies how activities will promote individual children's progress towards the early learning goals
- promote further children's experience by providing a wider range of signs, symbols and pictures displayed at child height around the provision which reflect problem solving, reasoning and numeracy.

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

The committee, manager and staff work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by staff that have completed a wide range of training to ensure they have strong knowledge and understanding of their roles and responsibilities. Clear vetting procedures are in place to ensure that children are cared for by suitable people and all staff have an up-to-date understanding of safeguarding children issues. Thorough risk assessments of the areas accessed by the children are conducted and the setting is stringent in the organisation of routines to ensure children's safety is prioritised.

The management team and staff strive to improve their practice and work hard to monitor and evaluate the quality and standards at the setting. As a result the recommendations made at the last inspection have been fully addressed. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can regardless of their background. Staff's organisation of the environment and resources effectively supports children to become independent learners and develop confidence. Children are central to how the setting operates. Staff carefully listen to all children, they fully respect their views, ideas and interests and incorporate these into all aspects of the service. Staff help children develop a very good attitude towards people's differences by providing a wide range of resources that reflect diversity and by setting an excellent example of how to respect everyone.

The setting has developed excellent partnerships with parents, carers, other childcare providers and external agencies to support the inclusion of all children in their care. This is particularly true for children with special educational needs and/or disabilities. Parents are encouraged to take a fully active part in the setting's life, including visiting the setting to talk about fire safety or to teach them how to be creative with clay. They are provided with an excellent range of information regarding their children's care and are routinely involved in their child's continuous learning and development. As a result children's changing needs are consistently met well. The views of both parents and children are regularly sought and in turn they are kept up-to-date with current events through notices and newsletters. Staff have worked hard to build extensive links with other early years professionals and external agencies to ensure continuity of care and learning help children reach their full potential and to ease important transitions in their young lives.

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

Children are happy and settled within the warm and welcoming environment, where they have many opportunities to make good progress in their all-round

development. Staff engage very well with the children, teaching them to behave responsibly and to act safely. As a result children relate exceptionally well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and excellent manners from an early age. Staff foster the children's self-esteem through a lot of praise and encouragement, as well as reward stickers for displaying kind acts. An effective key person system enables parents to feel confident and children to feel very safe within the setting. Staff throughout the setting use questioning techniques effectively to extend older children's learning and thinking skills.

Staff use their very good knowledge of the Statutory Framework and Practice Guidance for the Early Years Foundation Stage, to plan a range of enjoyable activities. Planning documents cover the six areas of learning well. Ongoing observations and assessments are undertaken by the staff and provide a clear insight into the children's progress and achievements. However, despite identifying next steps for each child these are not clearly reflected within the planning process to keep a focus on children's individual and immediate learning needs. There is a good balance of adult-led and child-initiated activities. Children are relaxed, confident and eager to participate in activities and remain actively engaged. For example, children enjoy working together to set up a wooden train track and eagerly participate in a magnetic fishing letter game. They enjoy stories and listen avidly when books are read by staff, joining in with discussions about the characters and story line. They are well supported to develop early writing skills through painting and drawing activities. Children confidently label their own work and find their name on the reward chart on the wall. They frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, due to the limited range of signs, symbols and pictures displayed at child height around the setting, which reflect aspects of problem solving, reasoning and numeracy, some opportunities to further promote children's learning are missed.

All children take part in a wide range of activities both indoors and outdoors which support their physical development. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. A well-resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children enjoy dressing up, use a range of fabrics to make dens and happily iron clothes with the play iron and ironing board. Children have access to natural materials and develop good fine motor skills as they play with sand, water and a variety of media. Their awareness of the wider world is extended in a number of ways. For example, through daily access to appropriate resources and involvement in a range of activities which look at different cultures from around the world. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future.

Children are learning about the importance of healthy foods because they have snacks provided, which they serve themselves, and these offer a very good variety of healthy and nutritious options. A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection.

## 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	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

<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	1
The extent to which children develop skills for the future	2

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