

Wooldale Pre School Playgroup

Inspection report for early years provision

Unique reference number	311315
Inspection date	10/11/2010
Inspector	Ingrid Szczerban
Setting address	Wooldale Community Centre, Robert Lane, Holmfirth, West Yorkshire, HD9 1XZ
Telephone number	01484 685602
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Wooldale Pre School Playgroup was registered originally in 1978. It is privately owned and operates from a community centre in Wooldale, close to Holmfirth. The playgroup serves the local community and the surrounding area, which has a diverse population. Access to the pre-school is via steps or a ramp at the front door.

Children have use of a large playroom, a dining area and an enclosed outdoor playground. The playgroup opens each weekday from 9.15am to 3.30pm, during term time only. Morning sessions run from 9.15am to 12noon and afternoon sessions from 1pm to 3.30pm. A lunch club is offered between 12.00noon and 1pm.

The playgroup is registered to care for a maximum of 26 children. There are currently 46 children on roll, of whom 22 are in receipt of funding for early education. Six members of staff are employed to work directly with the children, four of whom hold an appropriate early years qualification to Level 3. The playgroup receives support from the local authority. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Satisfactory attention is given to meeting the individual learning and development needs of children. They take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. On the whole satisfactory systems are in place to promote the welfare needs of children. Relationships with parents, carers, and links with external agencies, are adequate. The provider assesses the effectiveness of the setting, and some areas for improvement are identified. A capacity to improve is demonstrated, in order to ensure that outcomes for children develop satisfactorily.

What steps need to be taken to improve provision further?

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

- make sure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. (Safeguarding and promoting children's welfare)

11/11/2010

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

- further develop ways to help parents with extending their child's learning at home
- increase the frequency of recorded observations and assessments in each child's development file, to ensure that the six areas of learning are consistently covered and identify the next steps for individual children's learning
- improve hygiene arrangements at snack time and always provide plates for children to use.

The effectiveness of leadership and management of the early years provision

On the whole, safeguarding procedures and practices ensure that children are protected. The staff team are appropriately vetted and have completed training in safeguarding children. Three members of staff hold current first aid certificates but at the time of the inspection neither was present. However, arrangements are in place for two other staff to update their lapsed certificates next week. Full risk assessments are effectively implemented. Security procedures are adhered to so that children remain safe. For instance, at collection time, a member of staff stands next to the safety gate to prevent any child from leaving unsupervised and a log of all visitors is kept. The policies and procedures for the pre-school are reviewed, signed and updated when needed, and all necessary written consents are obtained from parents. All accidents to children are recorded and are countersigned by parents, including injuries which are sustained at home.

Systems in place to keep children healthy are satisfactory. The rooms are clean and well maintained. Adequate hygiene practice is followed by children. They wash their hands before eating and use separate towels to prevent the risk of cross-infections. Staff wash their hands before preparing food but do not always use plates when serving snacks. Children eat pieces of fruit and buttered fruit loaf directly from the table which compromises their good health.

The leadership and management of the pre-school is satisfactory. The organisation of space and resources meets children's individual needs and enables them to develop independence, make choices and ensures inclusion. The staff are deployed effectively, both inside and outdoors, to help and support children as they play. Children safely choose their toys and games, which are all stored at their height, so they are independent and confident. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development.

Relationships with parents, carers, and links with local schools and childminders are satisfactory. Parents have discussions about their child with their key person at open mornings before children attend, when collecting children or at parents' evenings, when information is shared about children's progress. They also have free access to their child's development record. However, there is no ongoing

system to provide parents with ideas about how they can extend their child's learning at home. Parents receive copies of the policies and procedures of the pre-school. There is a commitment to inclusion. The staff have good knowledge of the children and their families. Toys and resources reflect diversity and the wider world. The customs, music and food of all cultures are celebrated with children so they learn to value their own way of life and those of others.

Self-evaluation is undertaken by the whole staff team and the views of parents are sought. A parent's observation about how the outdoor play area could be evacuated in case of fire was acted on by the manager. She took measures to ensure that the key for the gate is always available. The recommendations from the last inspection are implemented partially, therefore, some outcomes for children are improved. For instance, children are more aware of how to keep themselves healthy as staff talk to them about why they must wash their hands, take more drinks of water in hot weather and the benefits of eating healthy foods. Staff have improved their awareness of child protection requirements by attending training and updating the safeguarding procedure. The recommendations to continue to develop the ways in which observations of children are used to actively plan next steps in their learning and to develop opportunities for parents to become involved in their child's learning, have not been fully addressed. The policies and procedures of the pre-school have recently been reviewed and updated where necessary.

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

The children make steady progress in their learning and development. The staff have a sound understanding of the Early Years Foundation Stage and have completed the training. They make observations and assessments for children in development records. However, these are not frequent enough to ensure that the six areas of learning are consistently covered and the next steps for individual children's learning are not identified in order to inform planning. Basic information from parents before children begin is used to plan activities for their individual interests. Written plans of activities are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For instance, a bus trip is planned by the staff as one child has a keen interest in the number and destination of a local bus.

Effective practices are employed to ensure that children learn how to keep themselves safe and learn to respect their environment. The children are engaged in helping to tidy toys away so they do not break them or hurt themselves. They feel safe and are at ease in their warm relationships with the staff, who provide them with lots of praise, words of encouragement and support. Good levels of individual attention are given to children so they are self-assured and well-behaved.

Healthy lifestyles are promoted. Packed lunches are provided by parents and the pre-school supplies a variety of snacks, including healthy foods. Children choose

fruit, such as apples and oranges to eat along with buttered fruit bread and a drink of milk. They learn where food, such as, cucumbers and peas, comes from as they grow vegetables in large planters outside. Outdoor play is a daily feature of the provision. Children can run, push, pull and pedal wheeled toys and throw and kick balls. They develop their coordination and stamina and benefit from being in the fresh air.

Creativity is valued. Children's free art work is displayed around the room and they love to dress up and act out familiar scenarios. For instance, dressed in frilly garments and sparkly shoes, children turn in circles and pretend they are going to ballet class. Others like to make music and move their bodies to the beat they create by tapping wooden instruments together.

Children are interested in numbers, matching and construction. They can distinguish numerals on the daily weather and date chart and make towers of bricks which are the same size. They learn comparative language, such as, big and small pieces of paper. Children communicate well. They like to look at books and listen attentively at story time. They talk to the staff and to their peers and engage in conversations as they eat lunch at the table. The children learn to recognise letters. They select a self-registration card bearing their name and photograph and attach it to a board at the beginning of each session.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----