

Newborough Pre-School Playgroup

Inspection report for early years provision

Unique reference number	256793
Inspection date	23/11/2010
Inspector	Carly Mooney

Setting address	Newborough Village Hall, Guntons Road, Newborough, Peterborough, PE6 7RX
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Telephone number	07905 196136
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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*.

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

Newborough Pre-school has been registered for 42 years. It operates from Newborough Village Hall, in Newborough on the outskirts of Peterborough. Children have access to an enclosed area for outdoor play. The setting is open every weekday morning from 9.30am to 12 noon. A lunch club operates from 12 noon to 1.00pm. The setting provides extra sessions on a Wednesday and Friday afternoon from 1.00pm to 2.30pm for children starting school in September.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children in the early years age range. There are currently 36 children on role. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. Staff are able to support children who may have learning difficulties and/or difficulties.

The pre-school employs ten members of staff to work with the children, seven of whom hold appropriate early years qualifications. The pre-school receives support from local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each child as individuals. They make good progress in their learning and development through participating in a range of stimulating activities and experiences which interests them. Skills in observing and assessing children's development are continuing to develop. Relationships with parents are effective in meeting children's individual needs. Effective procedures are in place for self-evaluation and all staff demonstrate a firm commitment to improving and continuously developing the provision.

What steps need to be taken to improve provision further?

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

- ensure more regular evacuation drills are carried out, especially when new children attend the setting
- develop further the systems used to observe and assess children's achievements, interests and learning styles to ensure observations recorded are meaningful. Demonstrate how weekly planning and observations link.

The effectiveness of leadership and management of the early years provision

The setting is led and managed well by experienced staff, who have built valuable relationships with all members of their team and offer good support. Staff are clear in their roles and responsibilities and actively involved in decisions which improve outcomes for children. Staff are knowledgeable regarding child protection issues and confidently implement procedures that protect children in their care. They attend regular training to ensure they are up-to-date with the most recent information. Management and the committee ensure staff are suitable to work with children, as they all hold current Criminal Records Bureau checks and recruitment procedures are robust. Clear risk assessments are carried out on a regular basis to ensure children can play safely at all times. Children are supervised well as staff are deployed very effectively around the setting and outside area to meet children's needs. Generally, children learn how to keep themselves safe. For example, they know they must not run indoors. However, practising of fire drills is not consistent and as a result children who started at the setting at the beginning of term have not had the opportunity to experience this safety procedure. A range of comprehensive policies and procedures is in place and supports the good practice at the setting.

Children access a large play space which is set out differently every day to provide children with stimulation and interest. They move freely between the inside and outdoor areas throughout the session, choosing where they would like to play. The layout of the room and choice of activities suitably address the differing needs of the children regarding age and ability. Staff ensure the setting is fully inclusive for all children attending and that no child is disadvantaged. At present there are no children attending who speak English as an additional language. However, procedures are in place to support those children and families should the need arise. Staff understand the need to enable children to become aware of similarities and differences in people and teach children about values and respect through resources and activities.

Close, friendly relationships have formed with all parents which is beneficial to the children's time at the setting. Relevant, clear information is gathered from parents at the beginning regarding their child's care and development and staff complete assessment forms when they start using initial observations to help them settle. Parents are regularly informed of their progress through daily chats and open mornings. Parents comment that they are very happy with the setting and that their children 'love coming'. Strong relationships have formed with the local school and children attend a number of events with the reception class to ease their own transition into school.

Staff have worked hard to implement the recommendations from the last inspection and as a result outcomes for children have improved. The manager and deputy work closely together to monitor and evaluate the practice on a regular basis. They listen to staff's, parent's and children's views, through procedures such as regular questionnaires to identify, prioritise, and implement areas of development. Staff show a positive commitment to improving their knowledge

through professional training and value the support given by the local authority. The setting has good capacity for maintaining continuous improvement because management have a clear vision for the future.

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

Staff respond well to children's interests and different development needs to provide a stimulating environment that enhances children's learning. Weekly focused activities ensure individual children have opportunities to meet specific learning needs. Child-initiated play is developed very well by staff who have a clear understanding of how children learn. For example, staff have good skills in asking questions which develop children's play and allow them to make their own decisions such as 'what can we do to make the tower stronger and stop it from falling down?'. Staff observe and assess children's progress on a regular basis. However, the quality of meaningful written observations has not been consistent with all staff and therefore this is an area of development management are currently focusing on. At present weekly planning sheets do not always show clear links to early learning goals and children's observations but this is also in the process of being developed.

Close relationships have developed between staff and children and they clearly enjoy their time in the setting. Children approach staff for cuddles and welcome their support and presence during activities. Children are developing good self-esteem as staff are attentive and interested in what they have to say. Children are constantly busy and occupied, which results in generally good behaviour.

Children are gaining a variety of independent skills and developing a good sense of belonging. They take off and put on their coats, find their name for registration and pour their own drinks at snack time. Children see a variety of meaningful words in their environment and show an appreciation of books which they access in the comfy book area. They sit attentively to listen to a story in a group and take books home on a daily basis to read with their parents. Counting and mathematical language are introduced naturally through all activities. For example, a member of staff introduces new vocabulary, such as 'wider', when building a tower with two children. Children access a good selection of resources to develop their sorting and matching skills. Children use their imagination well during their play, often portraying real life such as pretending to be babies having their nappy changed and laying gurgling under the jungle gym. Children have the ability to express their creativity through participating in a range of activities including sand, water, painting and sticking.

Children's welfare is effectively promoted. Most staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Staff are professionally trained to care for children with severe allergies and effectively meet their care needs. Children learn about healthy eating through the range of balanced and nutritious snacks provided. Both the snack and lunch periods allow children to share a relaxed, social experience with each other

and staff who eat with them. Children spend quality time in the fresh air and develop their physical skills on a range of equipment. They are encouraged at all times to maintain their own personal hygiene such as helping themselves to tissues for their noses. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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