

Long Preston Playgroup

Inspection report for early years provision

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Inspector	Zahid Aziz

Setting address	Long Preston Endowed Primary School, School Lane, Long Preston, Skipton, North Yorkshire, BD23 4PN
Telephone number	01729 840 377
Email	coateslouise@hotmail.com
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

Long Preston Playgroup is run by a voluntary parent committee. It was registered in 2006 and operates from a self-contained unit within the grounds of Long Preston Endowed Primary School in Skipton, North Yorkshire. Children have use of two playrooms and have access to a secure enclosed outdoor play area. A maximum of 20 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open during term time only on a Monday, Tuesday, Wednesday and Friday from 9am to 11.30am with an optional lunch club available until 12.30pm on a Monday. On Thursday the setting is open from 9am to 3pm. Children attend for a variety of sessions.

There are currently 18 children on roll who are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, the play leader holds a National Nursery Examination Board (NNEB) qualification and an Advanced Diploma in childcare & education, two staff hold a National Vocational Qualification (NVQ) at level 3 in early years and one holds an NVQ at level 2 and is currently working towards level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and inclusive environment where their individual welfare needs are well met. They make good progress in their learning and development because staff plan and provide a generally rich range of experiences for children's enjoyment. Relationships with parents, carers and the school and other agencies are very strong. An effective self-evaluation process ensures an accurate monitoring system to help improve outcomes for children. Overall, the setting is well able to continually improve in the future.

What steps need to be taken to improve provision further?

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

- extend opportunities to make physical play equipment available and accessible to all children for the whole of the day or session where possible.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. This was demonstrated during the inspection when the school premises were utilised in an emergency due to water pipe damage. All staff are appropriately vetted and have a secure understanding of their role and responsibilities, meaning that children are well cared for. A designated member of staff, who is very knowledgeable has clear management responsibility in relation to child protection issues and all staff are aware of this. All this helps to protect children from harm.

High adult-to-child ratios means that children are very well supervised and supported. Children have access to a good range of play equipment, both inside and outside, to allow them to choose from a suitable selection at any one time. However, opportunities to make physical play equipment available and accessible to all children for the whole of the day or session, particularly in the outside play area is not currently maximised. Staff follow a detailed self-evaluation process and involve parents, carers and other early years professionals. This informs the setting's action plan for improvement and results in ongoing development of provision and outcomes for children. The setting has addressed all of the recommendations from the last inspection successfully, which has improved areas of children's learning and health and safety.

Children with special educational needs and/or disabilities are fully included and supported well through communication with parents, carers and connected professionals. Children learn a positive attitude towards people's differences and disability from the good example set by staff. They explore for example, festivals and art from other cultures such as the Hindu festival of Diwali and Rangoli patterns, reflecting positive images of diversity. Staff dedicate extensive time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle quickly and feel secure. There is extensive information supplied in the form of a detailed prospectus on a CD, notice boards and newsletters. Parents and carers have excellent opportunities to have an active voice in their child's care and learning as a member of the management committee. Strong links with the host school and other early years settings contribute towards children's smooth transition to reception class.

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

Children are happy, settled and secure. They enjoy their time at the playgroup, which offers a welcoming and inclusive environment. Staff are friendly and caring which encourages children to be confident to make their needs known. Children make good relationships with staff and each other. They are developing a strong sense of belonging to the community. Children receive regular positive encouragement for effort and achievement, which helps boost their self-esteem. They develop independence in practical skills such as putting on an apron and

oven gloves when role playing as a chef in the kitchen. They confidently organising their own musical activity and sort out appropriate instruments. They learn to take responsibility, wait their turn and line up orderly during break time for their snack.

Staff have a good knowledge of the early learning goals. They plan activities linked by themes, currently transport and people and places, which include some choice and input by the children. The observation and assessment system very well identifies children's stage of development and are effectively used by staff to plan each child's next steps in their learning. Children are involved in a wide range of activities over a period of time, both inside and out. They have good opportunities to increase their reading skills and enjoyment of books through the designated book corner where they can relax and enjoy books independently or listen to an adult reading an exciting story. Many children freely choose to colour, draw and write and show sustained levels of interest in their creations. Break and lunch time is a social occasion where children and adults chat together. Most children use language well to communicate, making their needs known and talking about events in their lives. For example, children excitedly talk about the presents they received at Christmas, birthday celebrations and discuss how many prams they have and their various colours. Children enjoy a range of number songs and rhymes which enable them to learn, experiment and practise their counting skills with growing confidence. Children have many opportunities for exploring various materials such as dough and paint, making motorways and tracks from construction materials. They enjoy using their imagination and happily pretend to be sitting in the train station. Their curiosity about wild life is encouraged as they observe the life cycle of a snail and the food it eats.

Children enjoy a healthy lifestyle and are developing a good understanding about keeping themselves safe. They learn good procedures for their personal hygiene and make choices in what they eat from healthy options supplied at snack time. All children know what to expect if they must leave the building in an emergency situation because they are involved in regular fire drills. Overall, all children make good progress, enjoy themselves and are well-prepared for future learning experiences.

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	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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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