

Staining & Normoss Pre-School Playgroup & Out Of School Club

Inspection report for early years provision

Unique reference number	309489
Inspection date	27/01/2011
Inspector	Lesley Sharples
Setting address	Mill Lane, Staining, Blackpool, Lancashire, FY3 0BL
Telephone number	01253 895 860
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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

Staining and Normoss Pre-school Playgroup and Out Of School Club have been registered since September 1992 under the present Registered Provider and is committee run. It has been part of the community for over 30 years. It is situated in the village of Staining near Blackpool. Facilities for children are set within a single story building comprising of one room with an outdoor play space to the side of the building. The setting serves the local area and has strong links with the nearby school, as children attend from there in the out of school club.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered for a total of 25 children in the early years age range and for 24 children on the compulsory part of the Childcare register. It is open each weekday from 8.am to 9.am for the breakfast club and from 9.15am to 12.15pm for the pre-school and then again from 3.30pm to 5.30pm for the after school club. The setting is open during school term times only. Children are able to attend for a variety of sessions throughout the week. There are currently 22 children on roll attending who are within the Early Years Foundation Stage and 30 who attend the out of school. The pre-school provides funded early education for three and four-year-olds and supports children with special educational needs and/or disabilities.

There is a staff team of three and of these, all hold appropriate early years qualifications to Level 3. Membership of the Pre-school Learning Alliance is retained and advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Children are happy and making steady progress in their learning and development, within their inclusive environment. The documentation, policies and procedures underpins the efficient management of the setting. This maintains children's overall safety and assures their individual and unique welfare needs are fully met. Strong partnership with parents ensures ongoing communication and partnerships with others are developing. Although there have been many recent positive improvements, no formal system for self-evaluation is used to target continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop individual children's learning journeys so there is assessment of learning and their next steps identified to influence individual planning
- monitor progress to ensure all areas are covered equally and invite parents to

- contribute to children's learning
- develop partnership working with other settings who deliver the Early Years Foundation Stage so that there is consistency in children's learning
- undertake formal self-evaluation of practice in order to identify areas of weakness in practice, so that targets can be set for improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff team demonstrate their knowledge and understanding of their roles and responsibilities should there be any child protection concerns. Evidence of staff checks is held and the team of three have worked together for many years. Robust risk assessments ensure children's safety both on and off the premises and close circuit television monitors the outdoor area and front door. Children regularly practise the fire drills and have opportunities to meet fire officers and explore their vehicle. Documentation and policies and procedures meet requirements.

Partnership with parents is based on daily interaction and written information on display and in newsletters. Parents are asked about children's starting points within an 'All about me' record, so staff are able to plan for their interests. Parents are not yet invited to contribute to their children's learning journey's. Their views are sought within twice yearly comments sheets and comments are positive. They also support the setting very well. For example, they work together on the setting's float in the village gala and significantly contribute to the improvements to the outdoor area. These have included ramps to facilitate access for all. Staff work well with other professionals, such as the health visitor and pre-school integration worker. Partnership working with other settings where children attend is not given due attention, so there is no continuity of learning and development for children.

Many improvements have been implemented which impact positively on children. Most recommendations from the last inspection have been implemented. The deployment of resources is a real strength of the setting and offers equal chances for all children to enjoy. The thoughtful organisation of learning opportunities result from reviews to improve the environment. For example, to discourage too much running about and provide free-flow between activities means children settle and concentrate more. There is no formal self-evaluation completed to reflect improvements made and target ones for the future.

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

Children thoroughly enjoy their time in the setting. They eagerly choose what they want to do as their learning environment is vibrant, warm and inviting. There is continuous provision to promote all six areas of learning and a beneficial balance of adult-led and child-initiated play. Children have obvious close and supportive relationships with all adults who provide emotional and practical support. They are

valued as individuals and as a result children feel safe and secure.

Staff are not yet fully confident in their observation, assessment and planning for next steps. Children are steadily progressing in their learning and development but this is not reflected in documentation. Although observations are written, they are not used to assess learning and identify next steps. Photographs illustrate the wide variety of activities children engage in and examples of work are retained, however they are not collated sequentially to evidence children's progress. Gaps in learning are therefore not monitored to ensure all areas of learning are covered equally.

Children are developing good communication skills as they contribute to animated discussions and are confident in talking about what they are doing. They listen intently to stories and make a large 'Gruffalo' picture to refer to. They benefit from a print rich environment where they also see numbers and shapes for reference. Creative development is very well resourced and children spend time concentrating whilst painting and using malleable materials, notably boys. The full access to carefully considered resources develops their imagination, promoting further creativity, such as a tea party in the castle. Mark making opportunities are provided in a variety of ways, for example, in the post office. Children are beginning to use early technology, such as a computer, laptop and other simple programmable toys.

Children are learning about the wider world through their resources and activities which reflect diversity. They see different languages on posters and play with various kinds of musical instruments from around the world. They walk around their local community and take photographs of different amenities, such as, the community centre, church, doctors and meet the local policeman. They are learning to look after living things as they grow plants, the water butt providing rainwater for children to use. This supports their developing understanding of sustainability. They experience handling a variety of 'creepy crawlies' when the bug man visits who also brings large birds, such as an owl. Children use natural materials, such as shells in the sand tray and demonstrate problem solving when showing what they can do with the digger.

Children are learning about being healthy through their daily routines and self-care. They enjoy nutritious snacks of fruit and raisins and plenty of milk from which to help themselves. They also have easy access to drinking water throughout the session which keeps them hydrated. Daily outdoor play contributes to a healthy life-style and further promotes their physical development. Children learn how to keep safe, as they are reminded about the settings golden rules each morning which reinforces sharing and being kind. They receive plenty of positive encouragement and praise; consequently they develop confidence and self-esteem, laying firm foundations for their future.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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