

# West Hallam Village Pre-School

Inspection report for early years provision

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**Unique reference number**

206901

**Inspection date**

20/01/2011

**Inspector**

Diana Pidgeon

**Setting address**

The Village Hall, The Village, West Hallam, Ilkeston,  
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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**

West Hallam Pre-School Playgroup opened in 1967. It operates from two rooms in the Village Hall, West Hallam, Derbyshire. There is a secure enclosed outdoor play area. The playgroup serves the local villages and town. It opens five days a week during school term only. Sessions are Monday 9.30am until 11.30am, Tuesday to Friday 9am until 11.45am and afternoon sessions Tuesday, Thursday and Friday 12.15pm until 3.00pm. On Tuesdays, Thursdays and Fridays there is an optional lunch club that operates from 11.45am until 12.15pm. The playgroup is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Staff may care for a maximum of 24 children over the age of two years at any one time. There are currently 35 children from two years to four years on roll. The playgroup is in receipt of funding for the provision of free early education for children aged three and four years. Staff currently support a number of children with special educational needs and/or disabilities.

The playgroup employs five staff, all of whom hold appropriate early years qualifications. It receives support from Derbyshire local authority and is a member of the Pre-school Learning Alliance. The playgroup is managed by a parental committee who delegate day-to-day responsibility to the staff.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the playgroup and make good progress in all areas of their learning and development. Staff forge strong links with parents and others involved in children's care, which results in a service that is responsive to children's individual needs. Arrangements to safeguard all aspects of children's welfare are secure and backed by good organisation. The staff demonstrate a high commitment to the playgroup and use reflective practice to ensure that they are always making improvements to the service they provide.

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

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

- monitor children's use of activities and, where this is limited, plan further challenging learning and development experiences carefully tailored to their individual needs, interests and learning styles
- encourage children to make greater use of books within their play, both for pleasure and for reference.

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

The effectiveness of the playgroup is underpinned by a dedicated and skilled staff team who are supported by the parent management committee. Staff are well organised and know their roles, which enables the playgroup session to run smoothly. They reliably implement the policies and procedures so that all aspects of children's health and safety are suitably promoted. Staff show a good awareness of the procedures to follow in the event of any safeguarding concerns and attend regular training to ensure their knowledge is refreshed. Safety within the hall and grounds is given due priority through regular risk assessment, daily checks and careful supervision. The playgroup takes the appropriate steps to ensure all adults working or having contact with children are suitably vetted.

Staff create an interesting, child-centred environment within the community hall and garden. Despite having to set resources out and pack away every day they successfully provide children with a wealth of activities that they enjoy. Children's ability to make choices and follow their own ideas is enhanced through the use of labelled storage units and open containers of craft materials that they easily access independently. Staff recognise the importance of outdoor play and provide opportunities for children to move between inside and outside according to their wishes. Parents report that they feel welcome in the playgroup and are happy with the service provided. They appreciate recent developments such as the newly formed lunch club. The staff work closely with parents, sharing information about all aspects of the service and agreeing with them their children's next steps in learning.

All of the staff show a good knowledge of children's backgrounds and needs. They identify when children need additional support and work swiftly with parents and other professionals to put this in place. Partnerships with local schools and other providers support smooth transitions. The staff working with the children all hold recognised early years qualifications and continue to renew and complete additional training. They have a good knowledge of the Early Years Foundation Stage and use a wide range of teaching strategies to support the children's learning. They reflect upon their practice during regular team meetings and use ongoing self-evaluation to prioritise areas for development.

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

Children are happy and interested in the broad range of activities provided in the playgroup. They thrive on the practical nature of what is available and enjoy experimenting with the array of materials and textures. For example, children become absorbed as they handle a cornflour and water mix and let it trickle between their fingers. Children play well on their own and cooperatively with others. For example, children collaborate as they play imaginative games, creating their own worlds and acting out their ideas. They understand the need to take turns when using the laptop and monitor the fairness of turn-taking using a timer.

Children make many independent decisions within their play because resources are well-organised and accessible to them. Individualised creativity is really fostered because children have complete control over what materials they choose and how they wish to use these. Children's free play is enhanced by staff who skilfully encourage them to move forward in their learning. This process is carefully supported by effective observation and assessment leading to identified learning priorities for each child. Staff also support children in small group activities such as story times, music and singing and sharing news. Children sing an interesting repertoire of songs and have much fun as they accompany themselves with percussion instruments. Children show an increasing understanding of numbers as they count purposefully around the circle and recognise numerals on a calendar. They begin to gain confidence as they talk about the weather and share their news. Children's interest is captured because staff read stories in an animated way. Although good quality books are available in the book corner, these are not well used independently by the children.

Children are learning the expectations for their behaviour. They know the golden rules and generally show care and kindness towards others. Children start to take responsibility for keeping themselves safe and explain how running indoors may cause an accident. They follow good hygiene routines such as washing and drying their own hands after messy play and before eating. Children benefit from a choice of healthy foods which are offered at snack time and the social grouping with friends allows them to rest briefly amid a busy session. Children are generally active and love the opportunities to play outdoors on wheeled toys, in the sand tray and in the playhouse. Most children access a broad curriculum on a daily basis because they are attracted to all areas of the playgroup. However, a few children have a strong preference for role play and avoid certain other areas of the provision, which potentially limits some aspects of their progress. Staff recognise this and are in the early stages of closing any possible achievement gap. Activities such as rhyming and letter sounds are used well to support children at the early stages of acquiring speech and good progress is seen as they are confident to talk in a group. Children's ability to play well independently, to tackle new challenges with enthusiasm and to work cooperatively with others ensures they are equipped with the skills that underpin their future learning.

## 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	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

<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	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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