

St Anne's Pre-School Playgroup

Inspection report for early years provision

Unique reference number	509172
Inspection date	31/01/2011
Inspector	Barbara Walters

Setting address	Hewish & Puxton Village Hall, Maysgreen Lane, Hewish, North Somerset, BS24 6RT
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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*.

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Description of the setting

St Anne's Pre-School Playgroup is run by a voluntary committee. It opened in 1992 and operates from the community hall in the village of Hewish, near Weston-super-Mare, North Somerset. The setting is open Monday, Wednesday and Thursday from 9.15am until 2.15pm, during school term times only.

The setting is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 20 children aged from two to under five years on roll. There are three members of staff, two of whom hold a level 3 early years qualification and one a level 2 qualification. The setting provides funded early education for three and four year olds. The setting receives support from the local authority early years supporter and the development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's enjoyment is generally promoted through the provision of a suitable range of play opportunities both inside and outside, which help them to make some progress in their learning and education. Staff demonstrate an ongoing commitment to work towards improvements in the setting for the benefit of children. Staff work closely with parents, who are kept informed about children's achievements through daily discussions and photos of the children at play.

What steps need to be taken to improve provision further?

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

- develop the use of observations of children to link more closely to children's next steps in their learning and education and impact more effectively on planning
- enhance children's appreciation of books by encouraging them to make full use of the book corner.

The effectiveness of leadership and management of the early years provision

The setting has appropriate systems to help ensure children's welfare. For example, procedures are in place to ensure the suitability of staff to work with children and all staff are well qualified. No one can enter the premises unknown to staff and the identification of visitors to the setting is recorded along with their hours of attendance. Staff have a sound knowledge of child protection issues. The manager has recently completed training in order to update her knowledge and

understanding of child protection issues and to help ensure that children's well-being is sufficiently promoted. Staff complete daily risk assessments of the premises before children attend to ensure that they can identify and quickly address any potential hazards. Children use the well spread-out hall and outdoor play area, which is designed to provide maximum enjoyment for children. Children freely move around their play place choosing different activities. For example, children have the opportunity for both play and exercise in the inviting outdoor play area and in the main hall during cold weather. Resources are displayed at child height which supports children's self-selection of play opportunities. However, children's enjoyment of the book area is not utilised by all children.

Staff have begun to evaluate the setting and demonstrate a satisfactory commitment to continuous improvement. They have worked hard with the support from the local authority to meet the actions set at the last inspection and bring about improvements to children's outcomes. For example, the key worker role has been clarified to help ensure that children's care and educational needs are met and the committee has taken the responsibility to ensure all staff and relevant committee members are suitably checked.

Staff inform parents of their children's day by discussions and the children take home activities they have completed. Information is displayed on and around the notice board for parents to see. For example, the group's policies and procedures which underpin everyday practice and provide information about the setting and photos of the children at play. Children's welfare is suitably promoted because the relationships with parents are friendly and they report that the children settle well in the pre-school and enjoy coming. The group has made some links with other settings that children have attended to help promote their care and education and are aware they need to continue this with the children now attending. Children have the opportunity to visit the local primary school which supports them in the transition to school.

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

Children make sufficient progress in their learning as they enjoy a suitable range of play activities which encourage some progress in their learning and development. The children's time in the group is organised so that they can make choices in what they play with in the hall or spend time in the fresh air, weather permitting. Children enjoy art and craft activities such as junk modelling and painting. They create with a range of media, for example, they explore shape and form with the play dough and express their ideas when painting pictures. They show increasing control of the tools as they cut and roll. Young children begin to successfully complete the jigsaw puzzles and confidently match the shapes and follow the patterns in the pictures. Children's independence is developing well and they begin to understand about caring for themselves by independently putting on their aprons before messy play and pouring a drink at snack time. Staff know the children and all contribute to the children's learning diaries. Observations show children achievements across the six areas of learning and some next steps for

individual development. However, these are not translated into learning intentions for planned activities which could impact on the progress that individual children make in their learning and education.

Children play happily alongside each other and join in cooperative play. They are secure in the group's boundaries, for example, sitting quietly during story time and they are beginning to develop responsibility by collecting a book to read. Staff implement suitable hygiene routines, such as keeping the tables clean, and children learn about appropriate hygiene routines and need little reminding to wash their hands after using the toilet and before meals. Children have a range of fruits at snack time to encourage new tastes and develop an understanding of making healthy choices. Children begin to learn to keep themselves safe by clearing their toys after their game to avoid tripping hazards.

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
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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	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

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