

Breadsall Playgroup

Inspection report for early years provision

Unique reference number 509208
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Inspector Tina Garner

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Derbyshire, DE21 5LF

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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

Breadsall Pre-School was established over 30 years ago. It operates from the memorial hall in Breadsall village, which is a short distance from Derby City centre. The group have access to a large hall, small side room, kitchen and toilet facilities. There are currently 26 children on roll, from two to five years of age, this includes 15 children who receive nursery education funding.

The pre-school serves families from the surrounding district. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to provide care for 24 children under the age of eight years, all of whom may be in the early years age range. There are currently 26 children on roll, all of whom are in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school opens Monday to Friday, during school term time. Sessions are from 9.15am to 12.15pm. A lunch club is available on a Monday and Wednesday from 12.15pm to 1.15pm. Children attend a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

A total of six members of staff work with the children throughout the week. More than half the staff are qualified to level three in an early years qualification. The pre-school is a member of the Pre-School Learning Alliance and receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Breadsall pre-school provides a safe and stimulating environment for children. The pre-school is committed to ensuring every child feels safe and secure which provides a firm basis for children to make good progress in their learning and development. Staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care. This is supported effectively by the strong relationships established with parents and other childcare providers. The emerging systems of self-evaluation will help to ensure the ongoing improvement of the provision.

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 from parents and others involved with the child to help identify each child's starting point and ongoing learning priorities
- develop systems for self-evaluation to further identify strengths and weaknesses and implement plans which bring about further improvement to

the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting, where staff are deployed effectively to ensure children are well supervised. Bright, well-cared for play areas along with a good selection of interesting toys and resources and a warm and welcoming staff team help to create an accessible, stimulating environment where children learn through play. The settings clear practices, procedures and policies, which are regularly reviewed and clearly understood and implemented by the staff team, contribute to the safe and efficient management of the setting. This ensures that children are safeguarded and their needs are met. A comprehensive risk assessment supported by effective daily checking procedures, ensure that potential hazards are identified and minimised. The clear safeguarding policy, along with the staff's good understanding of child protection procedures results in children being fully protected. The staff team work well together, supporting each other to ensure consistency of care for individual children. They demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training. Parents are consulted regarding their views about the provision and the manger has some clearly identified priorities for development. Although these influence the self-evaluation process, systems are not yet clearly established to fully ensure continuous improvement across all aspects of the provision.

Staff have established positive relationships with parents, carers and other providers. A good level of information is gathered from parents at the outset to support children to settle in and to enable staff to respond well to their care needs. However, this information does not yet extend to include information relating to what children can do in relation to their learning and development which means that clear starting points for learning are not swiftly established. Parents have opportunities to share their children's progress records, they are actively encouraged to participate in pre-school activities, further promoting the link between home and pre-school. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through activities and by sharing information. Strong relationships have been established with other providers, particularly the local school, to promote consistency and continuity of children's care and learning.

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

Children are motivated to learn and enter the pre-school with enthusiasm. Staff develop good relationships with the families and children so that they soon feel confident in the environment. Clear plans are in place to support children's learning. Staff observe each child regularly and use these observations to assess each child's progress towards the early learning goals. Children's next key steps in

learning are used to provide appropriate challenges to help them make as rapid progress as possible. Daily key activities ensure that all aspects of the areas of learning are covered. Staff evaluate these activities to ensure they have met their intended purpose and to establish whether they are worth repeating. Children have good opportunities to consolidate their understanding and express their creativity through the continuous provision of a role play area and an art and craft table. Children develop their language and speech through joining in with rhymes and they have plenty of pens and pencils set out for them to use at any time to mark make.

Children's independence is promoted well and they are able to make decisions about their play. The creation of learning zones supports them well because they know where to find toys and resources and are able to access them and tidy them away easily. Good levels of support from staff and effective use of questioning whilst children play encourages children's developing language skills and regular times to look at books and share stories encourages an enjoyment of books. Children confidently use the computer, supporting their ability in using information technology. Children particularly enjoy painting and play dough activities and have ample opportunities to explore textures and produce their own individual creations. For example, they made salt dough models of their own pets and then carefully painted them in their own chosen colours.

Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines such as fire evacuation procedures. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn well the importance of good personal hygiene habits, such as using tissues to wipe their noses and disposing of them appropriately. They follow routines well, such as washing their hands before meals and after using the toilet. Children are offered well-balanced and healthy snacks, they learn about foods that are good for them as they discuss and help themselves to rice cakes and dried fruit. Children behave well, they receive high levels of attention and are engaged in interesting activities. During focused activities they learn to share, take turns and respect the needs of their peers. Staff provide good opportunities for children to explore and discover things for themselves through first hand experiences, supporting the development of skills they will need for the future. For example, children enjoy a visitor from 'Zoo Lab', where they handle and learn about exotic animals such as lizards, spiders and snakes.

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

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