

# Elmsett Pre School Playgroup 1

Inspection report for early years provision

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**Unique reference number**

251472

**Inspection date**

26/01/2011

**Inspector**

Deborah Kerry

**Setting address**

Village Hall, The Street, Elmsett, Ipswich, Suffolk, IP7 6PA

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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

The pre-school was registered in 1992 and is managed by a voluntary management committee made up of parents of the children at the playgroup. It operates from two rooms in the village hall in Elmsett. All children share access to a fully secure enclosed outside play area and can use the large school field and use school playground. The building is fully accessible.

A maximum of 24 children may attend the pre-school at any one time. It is open each weekday from 8.45am to 11.45am on Monday, Tuesday, Wednesday and Thursday mornings during term time with an afternoon session on a Monday from 12.15pm to 3.15pm with a lunch club to link the two sessions. There are currently 21 children aged from two and a half to five years on roll. The pre-school receives early education funding for three and four-year-olds. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs six staff, of these, five work directly with the children and all of them hold appropriate early years qualifications to a minimum level 2. 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's welfare, learning and development in the Early Years Foundation Stage is effectively supported by the experienced and well-qualified staff. The staff know children's individual needs well and through regular observations, the next step in their learning is clearly identified and provided for in the weekly plans so that they make good progress. The setting has developed excellent relationships with parents and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. The setting has in place highly effective procedures for evaluating and monitoring their good practice and has identified areas for improvement to benefit children in most areas of their learning and development.

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

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

- develop resources for children to celebrate, recognise and show respect for each other's home languages and cultures
- provide further opportunities for children to self-select toys and activities that motivate and interest them.

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

Children's welfare is effectively supported as all staff have a thorough knowledge of the playgroup's safeguarding children procedures. Staff have an excellent knowledge of the steps to take should they have any concerns about the welfare of a child. The playgroups comprehensive policies show clear procedures and include local contact numbers which are displayed so they can be accessed easily. The playgroup completes written risk assessments for all areas, equipment and activities within the playgroup to ensure that children are effectively protected from any potential dangers. The emergency evacuation of the premises is practised on a regular basis. This ensures that children's safety remains a high priority. Each member of staff has a designated task to follow when undertaking the emergency evacuation procedures to ensure that the safety of children is their first concern. Children are taken on regular outings and staff ensure that children's safety is paramount when out walking or visiting places within the local community.

Partnerships with parents are highly effective. They are kept fully informed about their child's learning and development through daily verbal feedback. All children's learning journey records are available for parents to view at anytime. This enables parents to view and contribute comments regularly about their children's interests and learning at home. This also helps to keep the staff updated with any changes in the children's learning and development. Parents are kept informed about the provision through the notice board in the entrance with copies of the playgroups policies and procedures are fully accessible. There are regular open days, where parents can come into view their child's learning journey records and talk to staff about their progress. Parents are sent regular questionnaires asking for feedback to help staff with further evaluation of their practice and make continued improvements to benefit children. The playgroup has in place clear procedures to exchange information with other settings children attend. They talk and exchange information on children's progress and learning needs regularly. Teachers from the local primary school come into meet the children and they have regular visits to the school they will attend. This helps children to develop secure relationships and familiarise themselves with their new surroundings, to ensure that they feel settled and are fully supported with transitions. When children start they are provided with a key person to help them feel secure and settled at the playgroup. This ensures that their individual capabilities are provided for on a continuous basis. Each term parents are invited to attend a session to talk with the key person about their child's early education so that they are better informed about their children's learning. Parents are given a welcome pack when their children start which includes all information about the playgroup. Parents are also informed about their child's progress files and that these are available for them to view at anytime, keeping them fully informed about their child's progress.

All staff that work directly with children hold early years qualifications and ensure that children are fully supported in their learning and development. Staff plan activities each week around the individual interests and learning needs of their key children. The staff are fully supported in attending further training for their

professional development to extend their knowledge and to benefit outcomes for children. Through rigorous self-evaluation, the playgroups practice is regularly reviewed and evaluated and areas for development to benefit children's learning and development have been clearly identified. A clear action plan is put in place to ensure that areas identified for development can be completed. The playgroup has in place a wide range of policies and procedures to fully support their good practice which are regularly reviewed.

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

Children are provided with a range of fresh and dried fruit and a variety of different foods to enable children to try new tastes at snack that also promote their health effectively. Staff ensure that all children's health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children have access to large equipment both outside and inside towards the end of the session, where they can climb, crawl, jump, ride, throw and balance that is highly beneficial to their physical development. Children's independence is promoted highly as snack is on a rolling plan, they make free choices about what food they eat and clear away their own cups and plates. Children are developing an excellent understanding around personal hygiene, as they all know that they need to wash their hands before eating.

Staff set out resources so they freely accessible to children so that they can self-select and make choices from what is available. However, children who are new or less confident may be reluctant to ask for additional resources to meet their interests. Children are learning expected codes of behaviour, as they display good manners to each other and staff during the sessions. They all help to tidy away resources at the end of a session. This helps children to learn respect for their environment and how to care for their resources. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children effective questions and give them instructions to follow to extend and fully support their learning. This promotes children's thinking skills and develops their understanding around communication. Children's learning is extended as staff help them with maps so they can find their way to the 'zoo', this then turns into a 'bear hunt' and children collect the tools they will need to complete their expedition. This shows that children are learning how to solve problems. Children talk confidently about what they will do and staff use words from the story to help as children act out their journey. This supports children's speech and language skills and develops strong thinking skills. Children learn about their environment through regular walks in the local area. Children's independence is fully supported, as they are able to pour their own drinks and select their own food at snack time. Children enjoy singing songs and rhymes from memory and experiment with sounds through playing musical instruments.

Staff undertake regular observations on children's individual interests, the next steps in their learning has been clearly identified so that all six areas are included.

Children's learning journey records are updated regularly and plans show a range of both adult and child-initiated activities to support children's continued progress. This shows that children are free to make choices and that their interests are valued and included. Designated staff have completed additional qualifications so that children with special educational needs can be fully supported to make ongoing progress. Children learn about the wider world and other cultures and beliefs through a range of activities throughout the year. Children with English as a second language, are not always fully included as there are no displays of words in their home language. Children are able to self-select age-appropriate resources as they are stored at a low level.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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

<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	1
The extent to which children adopt healthy lifestyles	1
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