

Lordsmead Pre-School Playgroup

Inspection report for early years provision

Unique reference number 199368
Inspection date 02/03/2011
Inspector Susan Harvey

Setting address St Peter's Church Hall, Lordsmead, Chippenham, Wiltshire,
SN14 0LL
Telephone number 01249 464 222
Email lordsmeadpre-schoolplaygroup@hotmail.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lordsmead Pre-school Playgroup opened in 1976 and operates from St Peter's Church Hall, Lords Mead, Chippenham. There is access to a kitchen, toilets and outside play area. It is open weekdays from 9.00am to 12.00pm and 12.00pm to 3.00pm term time only. The pre-school also offers school preparation sessions on Thursday and Fridays from 9.00am to 12.00pm and 12.00pm to 3.00pm for children who will be moving onto school.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school playgroup at any one. There are currently 48 children aged from two to under five on roll, some in part-time places. The pre-school can support children with educational needs and/or disabilities.

There are 13 members of staff, seven of whom hold early years qualifications. The setting provides funded early education for three and four-year-olds. The group is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Lordsmead Pre-school Playgroup staff daily transform an empty room into a stimulating environment which is inviting and inclusive for children to play. Children develop good relationships with each other and staff they are happy and move around the playroom confidently. There is a good selection of toys and resources for children to choose from but they are not able to select what is set out each day. Partnership with parents is good, but there is limited contact with other settings to which children attend.

What steps need to be taken to improve provision further?

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

- develop a robust system for on going self-evaluation that covers all aspects of welfare and learning
- develop opportunities for children to have some independence and control over their learning particularly in the management and selection of resources
- improve staff's knowledge and understanding of Early Years Foundation Stage and observing children's progress in order to consistently identify the next stage in their learning
- maintain a regular flow of information between other settings that children attend
- .

The effectiveness of leadership and management of the early years provision

Staff in the pre-school have a sound understanding of the need to ensure that children are safeguarded. Appropriate arrangements are in place to protect children from people who are not vetted. Staff keep children safe in the building and on outings using a risk assessment and record which is readily available to be checked at regular intervals. Policies and procedures are well documented, easy to read and available to parents at all times. Parents are fully aware of the process staff will take in the event of a complaint.

There is a good partnership between staff, parents and carers. In response to requests for comments about the service the pre-school staff provide, parents say that they like the routine of the session which makes children secure. There is a parent committee which fund raises to provide the children with quality resources. Parents are on a rota system each day which helps to support staff with the children. Children with additional needs are supported by other professionals who visit the group and staff work closely with them to help the children. Good links with parents are established, but contact with other settings to which children attend are yet to be developed. Children's progress is hindered due to the next steps of their learning not being fully identified, and their individual interests not being consistently used in the planning. As a result, they do not have a full picture of children's learning needs.

Resources such as deployment of staff and equipment are well managed. Children independently access the toys which are set out for them by staff. The toys are clean and in good condition. A comfortable book corner is attractive to the children and available for them to relax and look at books. The committee and staff have a verbal arrangement in place to evaluate the setting, however this does not fully take into account any self-evaluation which is proactive in identifying formally areas of success and improvement.

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

Children are cared for in a secure, welcoming environment in which they can rest and play. They are aware of what constitutes a healthy lifestyle and adopt good personal hygiene routines through the staff members' good example and they understand the importance of healthy eating choosing from vegetables and fruit at snack time. Fresh drinking water and milk are available for children to drink. Children feel safe and are secure in the care of the staff. They take part in making sure that the room is safe by tidying away toys after use. Through the use of a security pad the room children use is inaccessible to other users in the building and so children remain safe at all times. Due to the layout of the building children are unable to freely access outside play areas, however, staff make every effort to take the children outside throughout the session. As a result, children are

beginning to understand the need for regular fresh air and exercise.

Children are independent and know the routine of the day. They make good progress in developing their personal qualities. They are well behaved and work harmoniously together in small groups. They are developing skills for the future such learning computer skills, taking turns and sharing. Through activities planned by the staff, children have sufficient opportunities to be creative. They can choose what to make on the craft table, they enjoy making a robot from scraps of paper and card. Children enjoy dressing up and use this to support National Book Week by arriving at the pre-school in their favourite Disney character. Opportunities for children to make choices for themselves are varied. They are able choose which song to sing and what story will be read. They can choose to learn letters and sounds and some children are able to gain an understanding about diversity through experiences and activities such as creating a red paper dragon display to celebrate Chinese New Year.

Staff have sufficient understanding of how observations are done and the Early Years Foundation Stage regulation and requirements and have adopted a system of recording children's progress using learning journals and photographs, but there is little evidence in the journals which consistently identifies the next stage of the children's learning and how this will be managed. Planning is centred on the resources set out each day by staff and children's learning needs are linked to this, but this does not always consistently take into account the individual interests of the children, in order to help them feel part of their own learning. Equality and diversity is promoted through the use of books and stories, posters and pictures which are displayed for children to look at and shows a representative view of various cultures.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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