

Beckley Pre-School Playgroup

Inspection report for early years provision

Unique reference number	109387
Inspection date	18/03/2011
Inspector	Jenny Kane

Setting address	Beckley Village Centre, Main Street, Beckley, Rye, East Sussex, TN31 6RN
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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

Beckley Pre-School Playgroup opened in 1973. It is managed by a committee, made up of parents. The committee also manages the sister group in the nearby village of Northiam. The pre-school operates from The Village Hall in the centre of Beckley. Children have access to a secure field for outdoor play which is nearby. It is Monday to Friday open term time only from 9am to 12pm with extended sessions to 1pm to incorporate a lunch club on Mondays, Wednesdays and Fridays. The group serves the local area and surrounding area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 16 children aged from two to four years on roll, some in part-time places. The pre-school provides funded early education for three and four year olds. There are four regular members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. They receive support from the local authority's early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in the Early Years Foundation Stage because staff have a sound knowledge of how children learn through stimulating play activities. They have a good understanding of each child's individual needs and strive to provide an inclusive service to all families. Effective partnerships with parents and other providers ensure good continuity of care. The managers and staff are clear about their ideals; they have a good understanding of the strengths and weaknesses of the provision and use self-evaluation to identify areas for continued improvement.

What steps need to be taken to improve provision further?

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

- help children understand that written language carries meaning by increasing the labels around the room and making books more easily accessible
- consider how to further share children's observational records and their identified next steps with parents
- organise routines, such as snack time and outdoor play, to better support children's independence and free choice.

The effectiveness of leadership and management of the early years provision

The committee of the pre-school are involved in the running of the group and fully understand their role. They confidently delegate to the general manager who takes overall day-to-day control of running the group. Senior staff have a good understanding of child protection issues, have a clear awareness of their responsibilities and all staff have recently attended training. The written policy is clear, updated regularly and shared with parents ensuring the group safeguards all children in their care. The safety and welfare of the children is a priority. All areas and equipment are risk assessed before use, by staff who share these tasks willingly. All adults who have access to the children are suitably checked, induction and recruitment policies in place and recruitment systems are robust. The group benefit from the assistance of an administrator, who deals with the collection of fees and other documentation. This leaves staff free to work mainly with the children.

The staff arrive early to set out the hall to provide an environment which is welcoming and conducive to children's learning. Children have access to a good range of resources, including those promoting diversity and positive images. Staff have a good awareness and commitment to promoting equality and inclusion. They know children well, have a good understanding of their individual backgrounds, and work with parents and other professionals if they identify a child who needs extra support. Although at present no children with special educational needs and/or disabilities attend, staff have a good mix of skills and experiences and are confident in their ability to care for children with additional needs. Partnerships with other providers and professionals are developing well. There are very good links with the sister group and staff share written information effectively where children attend both groups. The majority of children feed into the local school and very good liaison has been established with teaching staff. Several visits throughout the year help children's transition when the time comes.

The manager is keen to ascertain parent's views and opinions. Regular discussions, questionnaires and meetings help to accomplish this. Written information, including policies, is clear and well produced. Displays, newsletters, good daily discussion and the sharing of children's learning journals ensure parents are involved in their learning and development. Parents are very happy with the service and make many positive comments. For example they say their children have good relationships with the staff, they like the good daily communication and feel they can discuss all issues. Staff work well as a team, show a keen commitment to self-development, attend regular training courses to update knowledge and share good practice issues at team meetings. Regular self-evaluation ensures that any priorities for future development are identified. As a group, the committee, general manager and the staff all work together and share the same aims. All previous recommendations have been addressed and have helped to improve the outcomes for children.

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

Staff plan a good mix of activities which cover all areas of children's learning. They ensure that all children make good progress towards their early learning goals in relation to their starting points because they have a good understanding of the Early Years Foundation Stage. When children first start parents provide essential information about their children's abilities and what they already know. This information is used to develop a learning plan. Key workers complete observations of the children during play and these notes are later transferred into the children's learning journals. These hold clear information about progress, photographs and samples of work. Although the assessments are detailed and staff are very able to identify children's next steps in their learning these are not routinely shared with parents. Children are fully involved in choosing what they play with and confidently request other toys from the cupboard. Staff include children in the planning of activities, most activities are child-led and children cooperate and share well with others. As a result they are fully engaged in their play and their behaviour is good.

Children are confident and demonstrate good self-esteem. On arrival they self register, finding their names and displaying them. They are developing good independence. For example, taking themselves to the toilet, putting on aprons before painting and dressing themselves before going out to play. Children communicate clearly and explain their ideas freely. They hold conversations with staff who listen well and extend their ideas. Although there is a good supply of books, the book corner is not well used. Children are interested and absorbed during stories because staff make sure they can see the pictures and make the activity fun. Children enjoy talking about the book about the jungle and making different animal noises. Although some toy boxes are named there are limited signs around the environment and outside area to help children understand the written word. Children confidently count during group time, singing time and in the outdoor area. At snack time they wash their hands, find their name card and help themselves to crackers and fruit. They competently spread butter and discuss which crackers are square and which are rectangles. Children choose from the grapes, raisins, oranges and tomatoes discussing their colours. Most children try all the food and have an understanding about healthy eating. Mealtimes are a lovely social occasion and children's manners are good.

There are opportunities for mark making with a good supply of writing materials and paper. Children use small tools when making pies with the dough, cutting shapes and discussing colour and feel. They often partake in cooking activities and sampling new foods. For example they recently tried noodles and rice crackers when celebrating Chinese New Year. On the day of the inspection it is Red Nose Day and children ice and decorate cakes which they insist everyone tastes. They have also collected coins to stick onto their nose collage and some understand that the monies raised goes to help children who are less fortunate. Other examples of learning about the wider world are visits from police officers, health workers and fire fighters, trips out in the community, to the school and for nature walks. Recently a parent brought chicks and rabbits to the group and children enjoyed touching and handling them. Children learn to use information and communication

technology, they have a laptop computer, programmable toys, calculators, magnifying glasses, kaleidoscopes and use digital cameras to take photographs. One child explains how to wind up the torch to charge the battery to make it work. Another confidently shows others how to use the walkie talkies.

There are a good amount of resources, which help children's creativity. During play they use their imaginations well and act out various scenarios. A group of children are playing cafes and one child finds the menu card and asks other what would like. They pretend to choose various items and have great fun finding various items of play food, plates and other props. Later staff join in and extend their play. Children enjoy action songs and rhymes joining in readily to 'row the boat'. There are good amounts of art and craft resources, children make their own art; they enjoy mixing and experimenting with paint using sponges and brushes. When completed they attempt to write their names on their work. Children play out of doors on a daily basis either using the nearby field or the local playground. They go out in all weathers because the pre-school has a good supply of waterproof suits. Generally all children go out together due to the staffing and the accessibility of the field. This does limit children's choices. However, children have a marvellous time outside running about and kicking footballs. Some make up scenarios in the play house while others climb on the frame looking at the view. On the return to the hall children cross over a bridge. One child says 'I wonder if there are any trolls' and everyone looks over the side. Children discuss how they can see frogs and ducks in the water during the summer.

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

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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