

Eastern Green Pre-School Play Group

Inspection report for early years provision

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EY258730

Inspection date

15/03/2011

Inspector

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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

Eastern Green Pre-School Play Group has been registered since 2004. It operates from a church hall on the outskirts of the city, on the border with Meriden. Children access an enclosed outdoor play area. The group serves the local area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 32 children. Currently there are currently 35 children on roll, all of whom are within the early years age group. The setting supports children with learning disabilities and/or difficulties and those who speak English as an additional language.

The setting is open every morning during term time and sessions are from 9am until 12.30pm on Mondays and Thursdays and 9am until 3pm on Tuesdays, Wednesdays and Fridays. Children may attend a variety of sessions.

There are six staff working with the children on a full and part-time basis. Five staff hold an early years qualification Level 2 or 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is exceptionally well managed and is highly effective with robust policies and procedures that ensure all outcomes for children are outstanding. The experienced staff establish exemplary partnerships with parents and other providers to ensure each child's individual needs are met to a very high standard and their protection assured. Children are extremely well settled and confident in a fully inclusive environment. Rigorous and extensive monitoring and evaluation systems enable the setting to have an accurate understanding of their strengths and areas in which further improvement can be achieved. The setting demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring the risk assessment covers anything with which a child may come into contact with.

The effectiveness of leadership and management of the early years provision

The setting has a comprehensive understanding and working knowledge of how to successfully safeguard children. Staff demonstrate an excellent understanding of child protection procedures and maintain extensive policies and procedures which ensure children's safety is always given top priority. This ensures children are always very well protected. The setting has robust recruitment procedures in place and all staff are dedicated and exceedingly enthusiastic. They attend a wide range of training events throughout the year and are constantly seeking ways to further improve their knowledge and skills. As a result, staff have high expectations of themselves and children's achievements. Detailed risk assessments are carried out to provide a very safe environment. However, they do not include anything in which a child may come into contact with, with particular reference to the kitchen area. The setting has put in place comprehensive self-evaluation and audit systems to constantly monitor their practice and the outcomes for children. The whole staff team and parents participate fully in this process. For instance, when it is noticed that some parents are becoming upset at leaving their children, the setting decide to make settling-in books with photographs of children at play as they explore and have fun. These are much appreciated by parents who take them home to share with their family members.

The nursery is highly committed to ensuring all children and their extended families contribute positively to a fully- inclusive setting. Parents and carers are provided with excellent information about the early years provision. For instance, they benefit from an informative 'Family information board' displayed in the hall. This demonstrates to parents how the Early years Foundation Stage is promoted, supported with photographs of children at play. Parents and carers are extremely well informed about their children's achievements. They access children's 'Learning Journal' books which are available throughout the session. Many parents record in their children's 'Shared books' the progress they observe in their children's learning at home. In addition, parents and other family members, such as grandparents attend reviews with key workers on a regular basis to discuss the excellent progress children are making. Parents are extremely happy and speak very highly of the service the setting is providing. They comment on the friendly staff who work with parents to build confidence and an excellent working relationship. The pre-school also promotes exceedingly good relationships with other early years settings which some children also attend. They discuss with those settings children's learning priorities on a regular basis. The setting has developed a great link with local schools to ensure transition for children is positive. Children and staff attend school assemblies and benefit from planned visits with the teachers.

Children enjoy freely accessing an extremely well organised, inspiring and highly stimulating environment both indoors and outdoors by choice at all times. To support this, the setting ensures wellington boots and rainproof coats are made available to children throughout the day. An excellent range of good quality resources are stored and displayed well, inviting children to make superb choices and good decisions about their play. During the last year the setting has worked hard at looking at sustainability. Children now benefit from accessing many

recyclable resources such as large cardboard boxes, shared photographs and cultural home resources. In addition, children have great fun in the garden using long pieces of plastic guttering to roll balls into a pit, estimating where the balls will land. This is called the 'Ball run'. The environment is also rich in positive images of diversity and children have excellent opportunities to learn about the wider world. They are learning about all religions and made aware of different festivals and special days. For example, children enjoy a very good relationship with the local church and at the time of Diwali staff members dress in traditional costume and dance with the children.

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

Through skilled, sensitive observations which are recorded, reflected upon and added to by parents and carers, the setting plans intuitively to further each child's unique development. Full use is then made of the information gained from assessments to plan each child's future learning. As a result, all children make significant gains in all areas of their learning and are developing the skills they need for their future success. Children have superb opportunities to develop their understanding of how to lead a healthy lifestyle and how to keep themselves safe. For example, after playing outdoors in the sunshine some children come indoors and help themselves to a drink. Supported by staff they decide to have snack-time outside. Children are very enthusiastic and eager to be helpful and safely carry outside a bowl to wash their hands, water jugs and cups. They carefully wheel a trolley containing a box of fresh fruit which include oranges, apples and bananas. Children are able to observe nature at this time and become very excited when observing a robin. Previously, during the 'Big schools bird watch' time children enjoyed sitting outside in a tent, ticking off on a sheet of paper the birds they could see. This helped to develop their observational and literacy skills.

The setting listens carefully to what children say and responds to their requests extremely well. Children's communication skills are being developed exceptionally well as they are constantly being supported and encouraged to use language for thinking. For example, at group time children are asked to consider and discuss the weather. Children go to the window and decide it is grey and cold this morning but remember that it was sunny yesterday. At this time children develop their skills in numeracy as they count the number of boys in the group and are asked to think why some boys are missing. One child exclaims confidently, 'Because his mom is having a baby' and another adds 'I don't want a baby, my sister goes to big school!! Children receive lots of praise and encouragement throughout the day for their individual achievements and are supported very well to consider the needs of others. When a child joins his group near the end of the session, he receives excellent verbal praise for tidying up the main hall and at the end of group time all children proudly receive a stamp and a round of applause for their very good behaviour. This develops their very good self-esteem and sense of community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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