

# Newbold Parish Church Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206826
<b>Inspection date</b>	23/05/2011
<b>Inspector</b>	Karen Byfleet

<b>Setting address</b>	Eagle Club, Littlemoor, Chesterfield, Derbyshire, S41 8QN
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<b>Type of setting</b>	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**

Newbold Parish Church Pre-school opened in 1967. It operates from several rooms in an old school building which has been converted for community use. The pre-school use the whole building when in session and the group serves the local area and adjoining areas of the town.

The Pre-School is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 78 children from two years to under five years on roll. This includes 37 children who are in receipt of funded nursery education. Children attend for a variety of sessions. The setting supports children who have special needs and/or disabilities and children with English as an additional language.

The group opens five days a week during school term time only. Sessions are from 9am to 11.30am every weekday and from 12.30pm until 3pm Monday, Wednesday and Friday. There are 13 staff and 3 volunteers who work directly with the children, with a minimum of 10 staff at each session. Seven of the staff hold an early years qualification to level 3 and two are working towards this. the remainder of the staff hold a level 2 qualification. The setting supports students on childcare training and they receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very happy and settled within the well-organised environment. Staff recognise and highly value the individuality and uniqueness of each child that attends. Partnerships with other providers and professionals involved in the welfare and education of all children are excellent and the engagement with parents is outstanding. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. Management and staff constantly evaluate the provision and there is a very clear vision to move the setting forward and maintain continuous improvements.

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

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

- promote further childrens sense of self, by monitoring the content of some creative activities to make sure they are not overly adult influenced and that children have access to a wider range of mark making resources.

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

Children are well safeguarded. Staff have good knowledge and awareness of signs and symptoms of child protection issues that may give cause for concern and they are able to demonstrate how they would deal with these and follow the Local Safeguarding Children Board procedures. For example they would ensure all concerns are recorded with dates and times and they would seek further advice and guidance on what to next by contacting social services and/or ofsted. The premises are safe and secure and daily safety checks of all play areas and resources further enhance this. For example, on return after the weekend, a gate in the enclosed outdoor play area was found to have had the lock damaged. Staff reacted quickly to ensure childrens safety as they temporarily fastened the gates until a new lock could be purchased.

Deployment of resources is very effective. Staff each have a responsibility for areas within the setting and the wide range of toys and resources are well maintained and inviting for children. The room is set up prior to children arriving, but staff are open to swapping and changing the activities to meet the needs or suggestions of the children. Staff have a positive attitude and very good understanding of the Early Years Foundation Stage. They plan effective activities that are puposeful and developmentally appropriate for the children that attend. There is a high proportion of children attending with special needs and/or disabilities and exceptional support is planned and provided. Assessment is rigorous and inclusion of all children is paramount to the ethos of the Pre-School. Very strong support systems are in place to ensure the children with special needs and/or disabilities are fully integrated and individual educational plans are in place. The Pre-School areis and has a very clear vision about the future of their setting, for example, such as continuous working with parents and other outside partnerships to ensure all children are able to enjoy and achieve to the best of their abilities and that they leave the setting for mainstream education, having made very good progress from their starting points. A purposeful self-evaluation system is in place and all staff, parents and children contribute to this. Previous recommendations have been addressed well. The book area has been improved with the addition of comfortable seating for the children to sit and enjoy books. Parents are kept fully up-to-date with information about their children's development and progress on a regular basis. This demonstrates a strong sense of committment to continuous improvement by the staff and committee of the Pre-School.

A comprehensive policy and procedure documant is is place. it is reviewed regularly and shared with parents. A highly effective key worker system is in place and all information regarding children's development and progress is fully shared on a regular basis. Parents comment on the dedicated staff and how they are re-assured and informed of the individual progress their children are making. Parents also commented on the individual support they receive from the staff and how they are given ideas and suggestions for activities to carry out at home to help children continue to make progress. All children are offered visits and settling in periods prior to starting, ensuring they are prepared for where they are going and the types of activities they can look forward to. The dynamic relationships between

staff and parents has led to a separate committee being formed. A number of parents have formed this committee themselves and they plan a variety of fundraising activities which raises money to enable the staff to purchase further equipment for the children. Transition to school is made smooth for both children and parents as the key workers meet with the local schools, take the children for visits and have the teachers from the schools come to the Pre-School to see the children and get to know them before they leave. Partnerships are outstanding. Staff work extremely closely with other professionals such as health visitors, educational psychologists, early years inclusion service and the local sure start centre to ensure the welfare and educational needs of children are met.

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

All children are making good progress in their learning and development. They are happy and settled in the well-staffed and well-organised environment. The long established team of staff demonstrate commitment and are enthusiastic and caring towards the children, helping them to feel safe and secure. The environment is well organised and children have plenty of space to move around in comfort. There are separate areas for physical play, both indoors and outside. For example, children enjoy riding the trikes, using the climbing frame and music and movement sessions in the dedicated playroom. They also enjoy and fully participate in ball games and other outdoor games and activities in the safely enclosed outdoor play area. Upstairs provides a separate area for staff to engage in more intense one-to-one work with children or for small groups. Here the children have access to a specially set up soft play area which the staff find invaluable for some of the children with special needs although it is used by all the children. Children also have access to computers in the upstairs rooms. The main play area provides space and resources for children to self-select and independently choose from a good range of age-appropriate toys and activities which have been well planned by the staff.

Staff plan effective activities which cover all the six areas of learning. They make regular spontaneous and focussed observations and complete development records for each child. They then use these to help them plan the next steps in children's learning to ensure progression is suitable and challenging for all ages and abilities. Children's own interests and ideas are also taken into account. Children's development in all six areas of learning is promoted well. They have regular free access to activities and toys which encourage and develop skills in all areas. However, some craft activities are too adult led. For example, children are given a pile of pre-cut pictures to stick down and staff write all children's names on their work. This restricts children from being self expressive and also from attempting to write their own name. The mark making area has few resources for children to freely access. For example, they have only wax crayons and coloured pencils with a few pre-printed pictures.

Children have very clear boundaries as a secure behaviour management policy is in place which all staff know and follow. Children are given lots of praise and any inappropriate behaviour is dealt with in a sensitive, positive way, as staff reason

with children and use explanation that each individual child can understand. The children are cooperative and play well together, forming strong relationships with each other. Children's health is promoted well. They are provided with a good balance of healthy snacks such as fresh fruit, pasta and yoghurts. As children enjoy the trikes and climbing frame they are developing good spacial awareness. Children have a positive attitude to learning as they eagerly take part in activities which promote number, problem solving and communication language and literacy. For example they enjoy the role play area, dressing up, playing estate agents, offices and home corner. The book corner has been made into an inviting space for children with soft furnishings where they sit together or alone to look at the good range of books. Visitors into the setting, such as the fire brigade and paramedics, promotes children's awareness of people that help us. They enjoy visits into the local community as they visit the shops, library, local church and local schools, developing their sense of the wider community. They participate in planned activities which look at different cultures and celebrations and have many opportunities for exploring the natural environment. For example, they go for walks in the local woodland to look at different birds, flowers and collect various leaves.

## 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	1
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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