

Thornton Pre-School Playgroup

Inspection report for early years provision

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Inspector Jane Shaw

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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*.

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Description of the setting

Thornton Pre-school Playgroup is privately owned and managed. It opened in 1966 but was registered under its current ownership in 2003 and operates from a purpose built nursery unit attached to Baines Endowed School in Thornton-Cleveleys, Lancashire. Children have access to a secure enclosed outside play area and the school playground. The setting is open Monday to Friday from 8.45am to 3.45pm term time only.

The setting is registered on the Early Years Register. A maximum of 26 children aged from two to five years may attend at any one time. There are currently 71 children on roll who are within the early years age range. Of these, 52 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities.

There are nine members of staff who work directly with the children. Of these, one holds a qualification at Level 4 in early years, one holds a Diploma in Playgroup Practice, one holds a National Nursery Examination Board (NNEB) qualification, two staff hold a qualification at level 3 and two hold a qualification at level 2 all in early years. One member of staff is currently working towards a qualification at level two and two are currently undertaking a qualification at level 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Thornton Pre-school Playgroup creates a fully inclusive and welcoming environment where children are respected for their individuality and uniqueness. Staff know individual children's needs well and as a result they make good progress in their learning and development and enjoy an excellent range of resources both inside and outside. Overall, children's welfare, care, health and safety are effectively promoted as a result of the clear policies and procedures, routines and good team working. Excellent and highly positive partnerships with parents and carers support children's placements effectively. Overall, good links have been established with other early years professionals. Self-evaluation is good, and demonstrates the setting's strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning
- review the procedure for dealing with illness and injuries to ensure it includes

the protocol for contacting parents or another adult designated by the parent if a child becomes ill whilst in the provider's care.

The effectiveness of leadership and management of the early years provision

Staff have a clear working knowledge and understanding of the procedures to be followed in order to safeguard children. Effective systems are in place to regularly review staff vetting in order to confirm their on-going suitability to work with children. All staff are qualified and ratios on a daily basis are extremely good, supporting children's safety and development highly effectively. Overall records, policies and procedures are well organised, regularly reviewed and effective in supporting children's safety and welfare. However, the procedure for dealing with illness and injuries does not include the protocol for contacting parents or another adult designated by the parent if a child becomes ill whilst in the provider's care. Staff complete detailed daily safety checks of all areas used prior to children's arrival, and full risk assessments are completed and reviewed on a regular basis. Documentation, such as accident and attendance records are well maintained in order to promote the safe and efficient management of the setting.

Staff are committed to their role, communicating daily and at weekly meetings where planning and children's development is discussed. Staff attend regular training courses, cascading and sharing their knowledge at regular meetings. Staff undertake detailed self-evaluation and as a result they have successfully addressed the recommendations raised at the last inspection. This demonstrates the setting's genuine commitment to driving improvement and embedding ambition. Excellent staff deployment and the exceptional organisation of resources and space, both indoors and outside are highly effective in providing children with an environment which is conducive to their good learning and development. Staff know the individual children's abilities and personalities very well and this coupled with an effective key person system ensures that their needs are met well. This is particularly true for children with special educational needs and/or disabilities.

Partnerships with parents and carers are outstanding. They have access to an excellent range of information about the setting and what it provides. For example, they actively participate in comprehensive questionnaires, colourful displays, ongoing discussions and newsletters. In addition they have access to planning information and extensive ideas on how they can participate in their child's learning at home. Parents and carers spoken to, confirm their complete satisfaction with the setting. Partnerships with other early years professionals are effective. Staff communicate regularly with outside agencies where applicable and reception staff within host school to ensure children's care and welfare needs met. However, sharing of more regular information about children's on-going progress and achievements with other early years settings, where children also attend, is not fully established in order to ensure a complementary curriculum and continuity of learning and care. Effective arrangements are in place to ease children's transition to school. Equality and diversity is actively promoted. All children have equal access to all opportunities and resources, and as a result, inclusion is well promoted.

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

Staff have a good understanding of the learning and development requirements and use this knowledge to provide children with a well planned range of activities and experiences. An effective key person system and full staff team working ensures children feel safe and secure. As a result, they make good progress in their learning and development. Detailed planning is firmly based around themes and observations of individual children's interests and abilities. Staff complete focussed and spontaneous observations of children's progress and achievements. These are used effectively by key person's to formulate 'learning journeys' and inform future planning. High staff ratios provide good opportunities for non-contact time to enable staff to complete developmental records and observations.

Children arrive happy and eager to participate, independently selecting resources from the excellent range available. They freely move between the stimulating and challenging indoor and outdoor play areas. Children's behaviour and attitude to learning is excellent. They are encouraged to share and take turns with resources and to develop a comprehensive understanding of others through celebrating a variety of cultural festivals. They have a wide variety of opportunities to write and make marks both inside and outdoors, for example, children write prescriptions in the role play area. They eagerly select books for quiet reading, for staff to read, and choose books from the library or imagination room. They confidently identify their own name and hang their named apple on the tree. Children happily match and sort, count and are developing a good understanding of mathematical concepts. An exceptionally well planned outdoor play space promotes children's development across all areas of learning. They develop an understanding of the world and nature as they plant seeds and bulbs and access a sensory garden. Children competently use a computer keyboard and mouse and other technological toys. They have access to x-rays in the doctor's surgery. Children successfully climb over, under and through equipment which develops their physical skills of coordination and control. They experiment and are involved in early science topics. Children's creative skills are developing well, exemplified when they produce unique individual pieces of art and craft. They have access to a excellent variety of craft materials, which they freely access in the designated craft area. Their imaginations are developing well, for example, they play together well, negotiating roles, and decide to create an aeroplane using large cardboard boxes. They enjoy access to musical instruments and confidently explain how the clatterpillar works and sounds.

Children enjoy healthy snacks and access water at all times. They are aware of the need for good hygiene routines, and together with outdoor play opportunities, children's health, welfare and physical development are well promoted. Children are encouraged to develop a good awareness of their own safety and well-being. For example, through discussions, such as reminders about the safe use of tools and equipment during their play. The activities and opportunities offered; staff interaction and commitment clearly supports the good development of children's

skills for the future. Children express their views of the setting by completing questionnaires with staff.

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	1
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	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

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	1
The extent to which children develop skills for the future	2

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