

Papplewick Pre-School

Inspection report for early years provision

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Inspection date

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Inspector

Sue Riley

Setting address

Papplewick & Linby Village Hall, 19 Linby Lane, Papplewick,
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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

Papplewick Pre-School opened in 1974 and operates from the village hall in the rural village of Papplewick. The pre-school is managed by a voluntary management committee made up of parents of the children who attend. Children come from local and wider communities. All children share access to a secure enclosed outdoor play area.

A maximum of 29 children aged over two years may attend the setting at any one time. There are currently 41 children attending who are within the early years age range. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged three- and four-years-old. The pre-school currently supports children with special educational needs and/or disabilities.

The pre-school is open Monday, Tuesday, Thursday and Friday from 9:30am to 12:30pm during school term times. There is a lunch club which runs from 12:30pm to 2pm. There is a session from 9:15am to 12:15pm on Wednesdays for children before they enter school.

The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications and one staff member is working towards a higher qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the pre-school and receive good levels of care because the qualified staff work closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they understand the welfare requirements. Effective partnerships between the pre-school, other agencies and parents ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate its provision for children and the pre-school demonstrates an appropriate capacity to make continuous improvement and sustain its existing standards.

What steps need to be taken to improve provision further?

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

- use assessment effectively to plan the next steps in a child's developmental progress to ensure each child receives appropriate support
- develop further the arrangements for planning to ensure plans assist in

planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs and cover all six areas of learning

- ensure that effective systems are in place so that the individual needs of all children are met with reference to the large group activities.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. All staff have attended training around safeguarding. Children are protected as the qualified staff team keep the premises secure and supervise the children at all times. The pre-school has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment for children to be cared for and educated in. The staff team work very well together and demonstrate a common sense of purpose to ensure all groups of children have the opportunity to achieve as well as they can. Resources are good, fit for purpose and support children's learning and development. Staff monitor the use of the resources by children and move or change them as needed. For example, staff noticed that the programmable bee was not being used so they moved it to the centre of the room so the children could clearly see and access this activity.

The maintenance of all records to ensure children are safeguarded are effective. The pre-school has a range of policies and procedures in place to ensure the smooth running of the provision and the protection of children. These are regularly reviewed and updated by the staff and committee to ensure they are all relevant and contain up-to-date information. All staff have been involved in the self-evaluation process and identified some areas for improvement and the pre-school are working through these. Parent's views are sought through the regular questionnaires. The pre-school has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority.

Children benefit from the continuity of care because the staff work in very close partnership with their parents. Staff have a good knowledge of each child's background and needs. Parents are encouraged to share what they know about their child when they first start the setting. They complete detailed forms about what their child can do and their individual likes and dislikes. Parents are encouraged to be involved in their children's learning in many different ways. For example, through the books that children take home to read with their parents, through the activities that children do, recently the children are growing cress seeds at home, also through the parents helping in the running of the pre-school. One child proudly tells the other children that her mummy is helping today. Children like to see their parents being involved. Parents are kept very well informed about what happens at the pre-school through regular newsletters or by attending the committee meetings. Parents speak very highly of the pre-school and feel that the staff are a key strength of the setting and are very approachable,

they like the family feel of the group and comment of how well their children are developing. The staff are trying to build links with other early years providers as they recognise the importance of this in supporting children at all times. They have very good relationships in place with the local school and this helps children with transition when moving on to school. Staff support children with special educational needs and/or disabilities and have appropriate systems in place in order to fully assist the children. Staff also use signing and signs and symbols to help children communicate effectively.

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

Children settle well in the pre-school and they enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide a wide range of activities. However, they do not always take into account children's individual learning needs. They observe and assess children's progress and have detailed assessment records for each child as a record of their development and learning journey whilst attending the pre-school. However, they do not use these effectively to clearly identify the next steps of children's development in all areas of learning. Staff shares these records with parents to ensure they are aware of how their child is developing. The large group activities do not always meet the older or younger children's learning needs. All children behave very well as staff use appropriate strategies to encourage children's good behaviour. Children are reminded of the settings 'Golden Rules' at the start of the session. They use their manners and learn to be respectful of their peers and adults. They have lovely warm relationships with the staff and do have lots of fun with them. All children are starting to develop their awareness of diversity through activities and resources, this helps them positively explore and value differences and similarities in the wider world.

Children have access to a range of books and they enjoy having stories read to them. They develop mathematical skills as they count whilst playing, or singing songs and rhymes. During registration time, they clap and count by rote the total number of children present that day, so practising their larger numbers. Their independence is well promoted throughout the pre-school, as two children each session are given small responsibilities in being the 'phonics helper' and the 'bell ringer'. They demonstrate pride as they complete these tasks, this helps develop children's confidence and self-belief. Children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices. Children help themselves to drinks as they become thirsty. The snacks provided suggest a balanced and healthy diet is encouraged.

Children learn about keeping themselves safe as they practise the emergency evacuation. They learn about turn taking as they play a group game or wait their turn to play on the computer. Children are confident to approach the staff for their needs, demonstrating a sense of trust. They are becoming active learners as they have free choice of the activities both inside and outdoors. This helps them to think and learn for themselves as they can go back later to an activity to

consolidate their own learning. Children demonstrate appropriate levels of concentration as they spend time at their chosen activity. They spend time out in the fresh air as they play in the sand, and enjoy experimenting as they turn the dry sand to wet sand to enable them to make sandcastles. Children learn about change as they make their cheese scones, they also weigh and measure the ingredients. They spend time in the construction area and build their own three dimensional structures. Children have free access to a creative area, where they can paint at the easel or be inspired at the craft table. They make their own nurses hats and watch's or simply do their own thing, they have a lovely time with the glitter and are proud to show their glitter creations to their peers.

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

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| 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

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|--|---|
| 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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| 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

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| 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

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| 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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