

Haxey Pre-School Playgroup

Inspection report for early years provision

Unique reference number

205700

Inspection date

07/06/2011

Inspector

Rachel Ayo

Setting address

The Memorial Hall, High Street, Haxey, Doncaster, South
Yorkshire, DN9 2HH

Telephone number

01427 754 330

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Haxey Pre-School Playgroup has been registered since 1975 and is run by a voluntary management committee. It primarily operates from the Jubilee room within the Memorial Hall in the rural village of Haxey, near Doncaster in North Lincolnshire. Children have access to an enclosed outdoor area. The pre-school is open on Monday from 12.15pm to 3.15pm and from 9.15am to 3.15pm on Tuesday, Wednesday, Thursday and Friday. The pre-school operates during term time only, although some activity days are provided during school holidays. The pre-school accommodates children within the local and wider villages.

The pre-school is registered on the Early Years Register to care for a maximum of 24 children. There are currently 37 children aged from two to under five years on roll attending a variety of sessions. The pre-school currently support children with special educational needs and/or disabilities and those for whom English is an additional language. Funded nursery education is provided for those children eligible to receive this.

There are four staff members who work directly with the children, including the manager. In addition, there is one support staff member who covers as and when required. All staff hold an appropriate early years qualification, including the manager who has a teaching degree and a staff member who has attained Early Years Professional Status. The setting receives support from their local authority and has achieved the 'Steps to Quality' endorsed quality assurance status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective and outcomes are consistently good and exemplary in significant elements. There is strong leadership and management and policies and procedures are effectively implemented by staff. There are superb systems for planning and individualised observational assessment, which means that children make significant progress in their learning. The provider places the promotion of equality of opportunity at the heart of all its work and children are undoubtedly treated as unique individuals. The setting has a highly positive relationship with parents and carers and they are exceptionally committed to working in partnership with others and take a lead role in establishing effective working relationships. There are high aspirations for quality, and leaders and managers are exceptionally successful in inspiring the staff to work towards meeting or sustaining ambitious targets.

What steps need to be taken to improve provision further?

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

- including further details of the timescales for notifying parents of the outcome of an investigation in the complaints procedure (Safeguarding and promoting children's welfare).

The effectiveness of leadership and management of the early years provision

There is a superior awareness of safeguarding issues among the adults at all levels, all of whom receive regular training. Their collaborative working with other key agencies is highly effective and policies and procedures are implemented consistently and robustly to ensure that concerns are promptly prioritised and dealt with effectively to keep children safe. There are robust recruitment and vetting systems, risk assessments are meticulous and accidents are monitored regularly to further promote children's welfare. Security of the premises is excellent and includes the use of closed circuit television outdoors. Staff are exceptionally vigilant in their supervision, including the use of walkie-talkies and maintaining ratios at all times when children choose to play indoors or outdoors. Documentation is generally meticulous, although the complaints procedure lacks certain detail. There are highly effective induction procedures and staff are successfully deployed. Processes for managing the performance of staff and their professional development are used exceptionally well and they are enthusiastic and motivated to attend training and gain further qualifications. The manager acts as a superb role model and mentor for staff.

Parents are unquestionably informed about all aspects of the pre-school through comprehensive information. In addition, after the initial settling-in visit, parents are given a home to pre-school transition booklet which includes photographs of the staff team and activities to share with their child. Parental involvement is highly encouraged through invitations to talk about their job, and fundraising events and monthly newsletters keep them fully updated. Children take 'Busy bear' home, where his adventures are recorded. Parents are asked to complete a 'what I like to do at home' form and they are encouraged to add their comments to the 'light bulb' observation sheet and contribute to topics and themes. There are excellent arrangements for updating parents on their child's progress, such as twice-yearly parents evenings.

All children, including those with English as an additional language, are fully integrated into the setting and their individual needs are unquestionably met. The extent and effectiveness of partnerships with other providers, organisations and services is outstanding and there are excellent systems for identifying and supporting children with additional needs. The setting undoubtedly works exceptionally hard to narrow the achievement gap for particular individuals or groups of children, such as boys, and their understanding of equality and diversity is unquestionably reinforced through vast training opportunities. Children learn about different languages within songs, bring items back from other countries to share and engage in activities and stories that effectively help them learn about diversity.

Exceptionally well-targeted plans are set through extensive self-evaluation tools.

The pre-school have continued to make excellent strides since their last inspection including working towards final stage of the 'Steps to Quality' scheme. They have piloted North Lincolnshire's self-assessment scheme and this has underpinned and guided their information in their 'focus for improvement' plan, which all adults are involved in. There has been a great emphasis on the physical environment and there have been many enhancements made, supported through access to funding. The manager's contribution to childcare has been acknowledged by her local authority. Through questionnaires, parents are fully consulted on a range of aspects and their suggestions are successfully improved upon. Written feedback is extremely complimentary.

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

An inspiring range of activities arise from an exceptional range of planning tools that highly consider individuals' needs and interests, and there are comprehensive systems for individualised observational assessment. Children's abilities are expertly identified and their next steps are clearly targeted. Children develop excellent habits as active and inquisitive learners and this is undoubtedly supported by adults' skilful interaction and questioning and a highly accessible and rich environment, including an innovative 'seaside' area which children explore using torches.

Children display high levels of confidence, self-esteem and independence as they readily initiate their own play. Low-level, labelled tubs unquestionably support children in developing a sense of responsibility. Children are highly sociable and their behaviour is exceptional as a result of superb positive reinforcements from adults. Children develop a superb sense of self-awareness and learn to keep themselves safe and assess potential risks. For example, adults ask them what might happen if they step on the wet plank of wood, and as children balance on crates, staff ask if the crates are safe to walk across when a gap appears between them. There are additional excellent opportunities to learn about other aspects of safety through interesting outings to the airport fire station, and through visitors, such as a firefighter. Excellent transitional arrangements include children receiving certificates during their 'graduation' day before they leave for school.

There are exemplary arrangements for supporting children's communication, language and literacy skills. The manager has been involved in piloting a local authority level 3 communication course and the pre-school partake in the 'Every Child a Talker' scheme. As part of this, parents take home 'chatter packs' which they learn how to use through stay and play sessions. Staff monitor hot and cold spots for communication and adapt or change the environment in response to this, such as the book area. Children clearly enjoy accessing books outdoors as they readily ask an adult to read a story and delight in learning about the different types of worms in one book. Children's creativity is highly valued and includes their participation in an 'art in the early years' project. The setting was recommended by their local authority for a professional artist to train the staff and work with the children on the use of different senses and textiles. This resulted in staff providing innovative resources, such as for weaving.

Staff model and encourage excellent hygiene practices, such as spraying their hands with antibacterial solution after covering their mouth when they cough. As children patiently line up to wash their hands before snack, they demonstrate a clear knowledge of why they have to do this. Staff spontaneously use mealtimes as an excellent opportunity to talk about a healthy lifestyle with children, such as where strawberries come from and what colour they are before becoming ripe and red. In addition, children plant, grow and taste their own produce. Children have superb access to outdoors, which is excitingly enhanced and equipped as part of funding provided through the setting's involvement in an 'early excellence outdoors' project. Children clearly enjoy exploration and investigation in the garden as they look for creatures with magnifying glasses and experiment with water using different utensils, such as paintbrushes and piping. Parents are provided with information and ideas for healthy lunch boxes in order for them to simultaneously promote a healthy lifestyle ethos.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

