

Little Houghton Primary School Pre-School Playgroup

Inspection report for early years provision

Unique reference number	EY216220
Inspection date	23/05/2011
Inspector	Fiona Robinson

Setting address	Lodge Road, Little Houghton, Northampton, NN7 1AF
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Telephone number	01604 890788
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Email

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

Little Houghton Primary School Pre-School Playgroup was registered in 2002 and operates from the library and school hall within Little Houghton Primary School which is situated in the village of Little Houghton, Northamptonshire. It also has the use of the school field. All children share access to a secure enclosed outdoor play area. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

A maximum of 16 children aged from two to the end of the early years age range may attend at any one time. Currently there are 25 children on roll, all of whom are in the early years age range. The setting receives funding for early education places. It is open Monday to Friday from 9am to 12 noon, during term time only. A lunch club runs daily from 12 noon to 12.30pm. Children come from the village and surrounding areas and attend for a variety of the sessions on offer.

There are four members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 4 and is working towards an early years foundation degree; and two hold NVQs at level 3 or the equivalent.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel valued and achieve well in a busy stimulating environment. They enjoy participating in an interesting range of activities and staff take into consideration their individual needs and interests. Partnerships with parents and the host school are excellent and staff have an outstanding understanding of safeguarding procedures. Children are very well-behaved and fully included in activities. The manager and staff are able to identify where their strengths and areas for development lie and there is a good record of continuous improvement.

What steps need to be taken to improve provision further?

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

- develop problem solving and sensory experiences in the natural environment
- develop further the range and use of technology to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and child protection issues. They carry out daily risk assessments to identify and minimise any potential risks to children. Staff are deployed very effectively in the indoor and outdoor environments to ensure children's safety. They ensure that comprehensive policies and procedures are fully implemented. There are robust staff recruitment and vetting procedures in place to check the suitability of staff and adults having contact with the children. Staff and parents have an excellent knowledge of the procedures in place for the collection of children and follow these carefully. Resources are well-maintained and safe and suitable to use. Fire drills are practised regularly to familiarise children with the routine.

The setting is well-led and managed. The manager and staff take the views of parents and children into consideration when identifying areas for improvement. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff have improved opportunities for children to develop their communication, language and literacy skills and their creativity. There are good self-evaluation systems in place and effective use is made of a good range of resources to meet most of the children's needs. However, opportunities for children to explore and investigate their natural environment to develop their problem solving skills are not fully developed. Also, children do not make full use of information and communication technology resources, such as the digital camera, to develop their skills fully in this area. Staff promote equality and diversity to an exemplary level. They ensure children are fully integrated into activities, such as taking their toy animals to the vets practice and searching for Easter eggs in the outdoor area. Staff regularly monitor the activities of the children and set challenging targets for each individual. They meet regularly to discuss assessments and areas for improvement and access training to enhance their experience and qualifications.

Partnerships with parents and carers are outstanding because staff are very approachable and supportive. Parents say they are kept very well-informed of their children's achievements and progress. They are appreciative of the learning journeys which are shared with them and the termly written reports which they are invited to respond to. They consider their children enjoy coming to setting because it provides a bright, purposeful and fun-filled environment. Parents also receive information about special events, such as fundraising activities and visits to the farm through newsletters, the parents' notice board and informal discussions. Partnerships with the host school are excellent and the setting benefits from the use of the hall and outdoor area. There are excellent links with staff to ensure children have a smooth transition into full-time education. There are outstanding links with outside agencies to support children with special educational needs and/or disabilities. The setting is also fully involved with special events in the community, such as the Summer Fayre.

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

Children achieve well because there is well-planned, purposeful play and staff recognise how children learn. Their thoughts and ideas are valued and incorporated into the planning and organisation of activities. Staff evaluate their planning carefully and use the information to help children to further develop their skills. Themes, such as ourselves, people who help us and Spring enhance their experiences. Children behave extremely well and are very considerate of one another. Staff have a consistent approach to managing the children's behaviour and are excellent role models. Children cooperate very well with one another as they play games and respect the rules and boundaries. They are fully included in activities and are encouraged to make independent choices. Festivals, such as Diwali, Hanukkah, Christmas and the Chinese New Year enrich their understanding of other lifestyles, customs and cultures. They enjoy learning about life in China, making masks, performing dragon dances and tasting food in their Chinese restaurant. This helps them to gain an excellent understanding of the wider world.

Children's health is promoted well through healthy eating and physical exercise. They develop a good understanding of keeping healthy and explore the taste of a range of fruits and vegetables at snack time. Their physical skills are developed well as they run, ride their bikes and practise their balancing skills on the outdoor trail. They make their own healthy choices, such as selecting their own toppings for their toast. Children feel very safe and secure and show an excellent awareness of keeping themselves and others safe. They use equipment very safely to prepare their own fruit salads and milkshakes. Children also benefit from excellent talks on safety from the police and fire services and learn how to cross the road safely.

Children enjoy coming to setting and achieve well in most of their activities. Their communication, language and literacy skills are developed well through role play in their garden centre and work on sounds and letters. Most can write their names by the time they leave the setting. They enjoy listening to the story of Goldilocks and the Three Bears and re-tell this through pictures in their own story books. Children's creative skills are developed well as they paint pictures of themselves and their family. They paint colourful patterns for their art gallery and create colourful collages. They enjoy searching for mini beasts outdoors and practise their counting skills as they sing Five Little Ducks Went Swimming One Day. Overall, children are prepared well for their next stage in learning.

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	2
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	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

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	1
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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