

Neston Pre-School Playgroup

Inspection report for early years provision

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Inspector	Charlotte Jenkin

Setting address	Neston Village Hall, 19 Pool Green, Neston, CORSHAM, Wiltshire, SN13 9SN
Telephone number	07815 679984
Email	ann_fitzmaurice@btinternet.com
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

Neston Pre-School Playgroup has been established in its present location since 1972. It operates from the village hall, with access to a kitchen, toilets and an outside play area. The setting is registered to care for a maximum of 32 children aged two to five years and accepts free early education funding for three and four-year-olds. There are currently 41 children on roll. The setting currently opens from Tuesday to Friday, excluding Thursdays throughout school term time from 9.00am until 12.00 noon with a lunch-time session until 1pm. They are also open on Monday afternoons from January to July annually, from 12.30pm until 3.30pm for a 'Shooting Stars' session for children who are due to start school in September. The group has experience of caring for children with special educational needs and/or disabilities. There are currently no children attending who learn English as an additional language. Four part-time members of staff are employed. All have Early Years qualifications, and two are undertaking further training to level 3.

The group is a member of the Pre-school Learning Alliance. The group receive support from an Early Years teacher. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have their needs exceptionally well met in the pre-school by adults who have an in-depth knowledge of their individual backgrounds. They are cared for by committed adults who fully safeguard them and mostly promote their health and hygiene. Children confidently engage in a wide range of stimulating adult-led and child-initiated activities that help them make excellent progress towards the early learning goals. Overall, partnerships are effective in supporting children's learning and development. Adults evaluate the provision effectively and continually make improvements to their practice. These have enhanced outcomes for children greatly, hence, they demonstrate an excellent capacity to maintain improvements.

What steps need to be taken to improve provision further?

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

- develop further channels of communications with other early years providers in order to fully promote children's learning and development
- promote further children's understanding of hygiene routines through improving hand washing facilities

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in the pre-school by adults who have a thorough knowledge of safeguarding issues and the procedures to follow in the event of concerns. They are committed to updating their knowledge of child protection issues, have attended training and ensure information is regularly updated. Recruitment procedures are robust and ensure that all adults having access to the children are suitable. Adults complete thorough risk assessments of the pre-school and these ensure the premises are highly safe and secure. Children, therefore, move around freely both indoors and out, and play and explore the environment with confidence.

Children have access to a wide range of stimulating equipment that promotes their development in the six areas of learning. Adults create an exciting learning environment daily with various resources set out for children to explore, which they do so eagerly. Children confidently choose from a wide range of toys and equipment through self-select trolleys and pictorial guides, and this promotes their independence in initiating their own play and learning. Children with special educational needs and/or disabilities have their needs exceptionally well met through collaborative working with other agencies. They are fully integrated into the pre-school where they make friends and settle well and make very good progress in their learning and development. Children have access to a wide range of resources and activities that help them learn about the wider world. They celebrate the festivals of other countries and cultures, including Thanks Giving Day, and experience food, languages and clothes from around the world.

Children benefit from the strong and well established partnership with parents as they have their individual needs fully met. The regular exchange of information regarding children's welfare, as well as their learning, forms a cohesive learning experience tailored to their individual needs. Parents are fully informed of the activities their children engage in, contribute to their learning journeys regarding their views on their child's development and regularly help in the group. Verbal statements confirm they are extremely happy with the progress their children are making in the pre-school. Staff have strong links with the local school to aid children's transition, and with other professionals working with them. This means children have consistent support in the pre-school for their current and future needs. Although they have established strong links with other providers caring for the children, they have not taken the lead with other pre-schools children attend, which means some areas of children's learning and development has the potential to be hindered.

Adults have evaluated the provision effectively and actively action key priorities for improvements identified. They seek the views of staff, parents and the children and use feedback to improve outcomes for children. Children now have more independence with regard to choosing toys and whether they play indoors or out. This has greatly improved achievements for children who learn better on a larger scale. Staff are committed to improving their practice and have attended training and implemented new ideas. Children now have more opportunities for exploration

outdoors and are able to visit the local forest school. The management committee supports staff well and mirrors their commitment and vision of making constant improvements to outcomes for children.

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

Children enter the pre-school with confidence and settle well. They demonstrate a strong sense of belonging as they self-register and then eagerly explore the activities on offer. Children are actively engaged in activities and spend long periods engaged in these, developing high levels of concentration. They enjoy exploring the magnets and are confident in explaining to adults that the 'letters and number stick' to the magnets. When they lift the boards up with the magnets and they drop, children say it is because they are 'too big'. Children talk with confidence in a group situation and use a range of vocabulary to express themselves and share their plans in their personal lives, such as telling their friends about the party they are going to. They demonstrate a love of books as they select them and ask adults to read with them, and sit and concentrate at story time, requesting more stories when they are finished. Children explore a range of tubes and ramps with water and balls. They watch as the balls drop down to the next level, and fill up containers with the water until they are full. All these experiences help children develop excellent skills for the future. Children enjoy exploring natural materials, including branches, and spend time painting these and talking about the change in colour.

Children have access to an interesting and stimulating range of adult-led and child-initiated activities that help them make excellent progress towards the early learning goals. Adults make regular observations of the children at play and provide clear examples of their work. These are used in detail to plan the next steps for each individual child's learning and development. Hence, learning journeys are clear in showing each child's progress since they started in the group.

Children have free access to a well resourced outdoor area, where they can access a shed and choose from a wide range of activities. They move around with confidence and show a good awareness of space. Children make obstacle courses using tyres and hoops and are observed developing good balancing and jumping skills. They demonstrate pride in their achievements, sharing their new found skills with their friends. Children demonstrate a positive attitude towards fresh air and exercise and independently go outside to play during the session. They develop an awareness of the importance of healthy eating through the nutritious snacks they enjoy and help themselves to water when thirsty. Although children clean their hands before eating, they use hand gel and not running water. They share a bowl of soapy water to clean their hands after messy play and this does not prevent the risk of cross infection, nor encourage them to learn about the importance of hand washing.

Children demonstrate a secure understanding of how to keep themselves and their peers safe. They are aware of the rules of the group and behave in ways that do

not put themselves or their friends at risk from harm. They engage in activities to further their understanding of safety issues, including carrying out regular fire drills. They have visitors from the community who talk to them regarding safety issues such as 'stranger danger' and are taught how to cross the road safely when on outings. Adults are excellent role models to the children and this helps them understand right from wrong. Adults are consistent with regard to the methods they use to manage unwanted behaviour and use strategies tailored to each individual child's needs. Children are, therefore, well engaged in purposeful play and their behaviour is extremely good.

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	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	1
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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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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