

Startrite Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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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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

Start-Rite Pre-School Playgroup is managed by a voluntary committee, made up of parents of children at the group and members of the local community. It opened in 1963, and operates from two rooms in the youth centre. Children also have access to a secure enclosed outdoor play area. The group is located in a residential area of Little Stoke in South Gloucestershire. Children attend from the local area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 22 children from three years to five years on roll. The nursery provides funded early education for three and four year olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup is open during school terms on Monday, Tuesday, Wednesday and Thursday. Sessions are from 9 am to 3 pm. There are four full-time staff employed to work with the children; of these, three have early years qualifications at level 3. The group is a member of the Pre-School Learning Alliance, and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are contented and make good progress towards the early learning goals because they play in a generally motivating learning environment that meets all children's needs. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to develop it. Leaders and managers communicate ambition and drive and secure improvement well. There are effective arrangements to safeguard children and promote their health and safety, including contacts with other professional agencies. Overall strong links with parents/carers help to involve them in their children's care and education, and they are kept well informed of their children's progress.

What steps need to be taken to improve provision further?

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

- to continue to develop children's learning records so that they clearly show all six areas of learning
- to develop further a two way flow of information with parents with regard to ensuring the healthy content of the children's lunch boxes
- enhance the use of positive images in the daily environment to promote children's awareness of difference and diversity.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures and suitable recruitment strategies ensure staff working with the children are appropriate. Staff fully recognise their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments ensure effective actions are taken to minimise or remove hazards to children and a designated health and safety officer makes sure these are sustained. Self-evaluation includes the staff team and accurately identifies the strengths and weaknesses of the playgroup. Constant reviews of the quality of the playgroup take place through consultation with children and parents. Leadership and management are confident about what the playgroup needs to do to progress further and have been successful in making and supporting improvements. Staff are well organised and have a good understanding of their roles and duties. A detailed range of policies and procedures guide staff practice and are used effectively to promote children's health and ensure their welfare.

There is a strong partnership with parents, who remark very positively on the playgroup. Staff work closely with parents to settle children and ensure that individual needs are met successfully. Parents are involved in the life of the playgroup through daily discussions, notice boards which display valuable information and helpful termly reports about their children's learning. However, some systems to further involve parents in the structure of children's learning programmes are not fully established. Staff demonstrate a good awareness and understanding of equality and diversity, allowing them to provide a service which is inclusive to all. For example, parents are invited to share information about their culture or religion within the playgroup and thorough information is obtained from parents initially, when settling in, to ensure that staff are fully attentive of and can meet children's individual requirements. The playgroup has established robust contacts with school and effective liaison with other agencies assisting children with particular needs. Knowledge can be shared with families requiring additional support.

The recommendations from the last inspection have been systematically met. Observations and assessments of children's progress are used to plan for the next steps in children's learning. There is a structure of recording in 'learning journeys' which are shared with parents, carers, outside agencies. The assessments feed effectively into weekly and daily plans. Staff have a good understanding of the philosophy and requirements of the early year's framework. This is fully revealed in the stimulating and supportive environment produced both indoors and out, which encourages children's independent learning.

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

Children are content and settled and understand the procedures of the day. They show good levels of independence and an enthusiasm to tackle self-chosen and adult-led play. The playgroup is well presented and offers an overall motivating environment for children. Staff use spontaneous and focused observations regularly to help in planning next steps, so that activities are suitable for each child's stage of development. They record and track children's progress methodically. Carefully planned activities take into consideration the specific interests of children and offer new and stimulating challenges across all areas of learning. There are daily opportunities for outdoor play. Children are continuously praised and their achievements appreciated, enabling them to develop an understanding of expected behaviour, such as being caring, sharing toys and taking turns. Children are highly stimulated and interested in the activities and resources available to them, showing good levels of concentration and playing purposefully. Children behave well. There are good procedures in place to support those families with English as an additional language. Involvement from other professionals has permitted staff to develop effective programmes, when managing children with additional needs.

Children's language is good. Staff model language effectively, increasing children's vocabulary. For example, children build towers out of counters. Staff ask which tower has more counters and how many more counters are in the tallest tower. Children enjoy building a ramp from rubber wheels and wooden planks. They use cardboard tubes to make a ball run and follow instructions to put items in different places. Older children are very involved as they play co-operatively together with toy tools making wheeled vehicles from construction kits. They use language well to describe imaginary play experiences. For example they make the climbing frame a pirate ship. Some children are sharks in the sea. Staff ask children questions that extend children's understanding. Staff make the most of diversity to help children understand the society they live in. For example books are read where children have disabilities. However, the use of positive images in the daily environment to promote children's awareness of difference and diversity is not evident. Children confidently recognise numerals and count accurately during adult-led and independent play. They use developing mathematical ideas well when helping to cut and share fruit at snack time. Children enjoy number songs and rhymes which allow them to learn, experiment and practise their skills with growing confidence. The playgroup environment has resources that enhance the good development of children's skills for the future. For example, children show delight as they use the computer to record images and sound. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. Children's independence is promoted well as they decide for themselves which fruit to eat. They get their own water to drink from the tap in the classroom. Children confidently move around the playgroup choosing and guiding their own play because resources and activities are freely accessible to all. There are attractive quiet spaces for children to sit and read books, which promotes their literacy development.

Good hygiene practices are promoted. Snacks are well balanced and nutritious. However, the playgroup's attempt to encourage healthy eating in partnership with parents has been less successful. Children are confidently learning about how to take risks within a safe environment. They have good opportunities for physical exercise both outside and inside. They use a good assortment of high quality play equipment where they can improve their balance, jumping, and climbing skills.

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	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

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

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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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