

Watnall Pre-School Playgroup

Inspection report for early years provision

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Inspector	Sue Riley
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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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Description of the setting

Watnall Pre-school Playgroup opened in 1978. It is managed by a voluntary management committee made up of parents of the children who attend. The pre-school operates from two rooms in the Women's Institute building in the village of Watnall. Children come from the local and wider communities. All children share access to a secure, enclosed outdoor play area.

A maximum of 20 children aged two to five years may attend the setting at any one time. There are currently 46 children attending who are within the early years age range. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years.

The pre-school is open each week day during school term times. Sessions are from 9am to 3pm on Monday, Tuesday and Thursday and 9am until 12 noon on Wednesday and Friday, they sometimes provide additional sessions as required. The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications. They receive 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 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 observations and assessments to clearly identify learning priorities and plan relevant and motivating learning experiences for each child
- extend partnerships with other providers delivering the Early Years Foundation Stage for children so that relevant information is shared to ensure progression and continuity in learning and development across different settings.

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. They have attended training around safeguarding. The pre-school has robust recruitment procedures in place. Children are protected as the qualified staff team keep the premises secure and supervise the children at all times. Detailed risk assessments are carried out to provide a safe environment. The maintenance of 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.

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 and the pre-school take action upon the finding. For example, parents wanted more information about what happens during the session. Staff have responded positively to this and now parents are provided with lots of information in different ways. The pre-school has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. All staff focus on helping all children to make good progress in their learning and development, and in promoting their welfare. The pre-school effectively and actively promotes equality and diversity. Staff are effective in ensuring that all children are well integrated and make progress in their development. They have systems in place that easily identify a child's need for additional support as early as possible. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development.

Parent's views are valued and they are encouraged to have an active role in their child's time within the pre-school. They help on the parents rota and children take things home to extend learning at home. Children benefit from the continuity of care because the staff work in very close partnership with their parents. The pre-school is starting to hold parents meetings, in which all parents are invited to spend time with the staff in discussing their child's development and progress. 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. The staff have developed a good partnership with the local school as they recognise the importance of this in helping children with the transition into school. However, the partnerships with other early years providers is not so well established.

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 are starting to plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have assessment records for each child as a record of their development and learning journey whilst attending the pre-school. Staff are starting to set the next steps of development for each child. However, the whole staff team have only recently taken on this responsibility of the record keeping so are in the early stages of developing this. Nevertheless, they do know the children very well as they have many years of experience of working with children. All children behave very well as staff use appropriate strategies to encourage children's good behaviour. Children use their manners and learn to be respectful of their peers, adults and resources. 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 are very eager to play and join in with the activities and they get excited at what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning.

Children are starting to develop an understanding of healthy lifestyles. The pre-school utilise the outdoor play area as much as possible despite the weather. For example, they have purchased sun hats and waterproofs to encourage children to play outside every day. After children take part in a very physical activity they rest and talk about the benefits of the need to exercise. 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. The pre-school uses a set menu to ensure children receive a variety of healthy snacks. Children learn about keeping themselves safe as they regularly practise the emergency evacuation. Group time discussions are used to remind children how to play in safety and they go through the preschool 'Golden rules'. They learn about turn taking as they have their name added to the list for chalking. Children are aware of the tidy up routine and eagerly help to put things away. 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 are confident to approach the staff for their needs, demonstrating a sense of trust.

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. Children demonstrate that they are beginning to understand the concept of more or less as they play with the little animals. They sort them by colour and estimate if they have more or less than their friend. Children's social skills and ability to communicate with others are enhanced, so that they are developing the underpinning skills needed for their future success. They play well

together and have definite friendship groups in place. For example, a small group of children play cooperatively together with the wooden crane and building site resources. Also within the role-play area of the flower shop and cafe, children take on the many different roles and play together very well. One child is the shopkeeper and takes money from a customer as they have filled their basket up with the planted flowers. Two children sit in the cafe and talk to each other on imaginary mobile phones. Children help and support each other whilst playing and are very caring towards each other. They use and develop their small muscles and hand-eye control in all that they do. Children's independence is well promoted throughout the pre-school. They play with the playdough and children squash it and mould it using their hands, they take delight as it squeezes through their fingers.

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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