

# Leen Mills Pre School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	253045
<b>Inspection date</b>	25/05/2011
<b>Inspector</b>	Judith Rayner
<b>Setting address</b>	The Old Church, Carlingford Road, Hucknall, Nottinghamshire, NG15 7AE
<b>Telephone number</b>	0115 9642725
<b>Email</b>	
<b>Type of setting</b>	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**

Leen Mills Pre School Playgroup has been registered since 1986 and operates from a converted church situated in Hucknall, north Nottinghamshire. The playgroup is committee run. There are five rooms, four downstairs and a recently refurbished first floor room with accessible toilets. Children are cared for according to their age and ability. All children access a secure, enclosed outdoor area. The setting serves both the local and wider community.

The playgroup is registered on the Early Years Register. It is registered to care for a maximum of 60 children. There are currently 99 children on roll, all are in the early years age range. Children attend for a variety of sessions. The playgroup opens five days a week, for 50 weeks of the year. Sessions are from 8am to 4.30pm and parents are given a choice to the length of time their child attends the sessions. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Currently 12 staff work with the children, all hold appropriate childcare qualifications of level three or above. The setting receives support from the local authority and works in partnership with other professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Given children's age, ability and starting points they make excellent progress towards the early learning goals. A wonderful range of experiences which captures children's imagination is highly effective in supporting their learning. The well-qualified, confident and experienced staff make every effort to wholly respect the individuality of every child. Partnerships with parents, schools and other agencies work extremely well to promote children's welfare and learning. Very effective self-evaluation and assessment procedures reflect the setting's excellent capacity for future continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- improving systems for record keeping with regard to obtaining parents signatures.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded extremely well. Staff have a very clear understanding of their role and responsibility to protect children. The clear policies and procedures for safeguarding children are followed diligently by staff should they have any concerns about a child in their care. Rigorous recruitment procedures ensure that all adults working with children are suitable to do so. Effective induction and ongoing appraisals of all staff ensure the safety and well-being of children is highly maintained. Robust risk assessments are undertaken where children play. These include inside, outdoors and any outings such as to the shops or theatre. Children's safety is further supported because vigilant staff undertake visual checks before the children arrive, during activities and when the children have gone home. This ensures that any hazards identified are minimised straight away and allows children to explore safely. Excellent levels of supervision are maintained by the staff, enabling children to take calculated risks whilst taking into account the children's age and ability. The system used to obtain parents' signatures is mainly very good and records do contain copious amounts of detail. A fully comprehensive range of policies and procedures and in-depth documentation enhance the excellent practice and ensure the safe and efficient management of the setting.

The manager of the playgroup is a strong leader. She provides very skilled guidance to an enthusiastic, capable team of staff and leads them extremely well. Very effective organisation of resources, equipment and staff ensure the playgroup runs very well. As a result, children's all-round development is successfully supported and their independence skills superbly promoted. The manager values the individuality and skills of staff and successfully promotes professional development through regular training, such as graduate training in childcare, safeguarding and differing play styles. The whole staff team work effectively together and show great commitment and dedication to supporting children and families.

The playgroup values highly the importance of working in partnership with parents, schools and other agencies. The communication with parents and/or carers ensures that the children's needs are fully addressed and that parents and their children feel safe and happy at the setting. A wealth of information, pictures, posters and children's art work is displayed around the setting promoting a welcoming and informative environment for all. Parents are seen as partners and their views are closely canvassed through questionnaires, newsletters and discussions. Excellent transitional arrangements with the schools allows many visits for children to get to know the staff and other children. This is further supported by the exchanging of books with photographs of children, toys and resources from both settings, offering children the opportunity to revisit the settings over and over again before they finally leave the playgroup. This supports children in feeling safe and informed of their next step in life. The exceptional commitment to inclusion, equality and diversity by staff ensures children with special educational needs and/or disabilities, or who are learning English as an additional language, are highly benefited. The very knowledgeable staff liaise closely with other professionals, such as speech therapists, and this helps children reach their

potential.

The staff team demonstrate a very high level of ambition to provide excellent care and continually improve outcomes for children. They work as a highly efficient team, are well qualified and regularly attend training in order to develop their knowledge and expertise, enhancing further the outstanding provision.

Recommendations made at the last inspection have been fully addressed ensuring all children have excellent opportunities and support throughout their learning and development at the playgroup. The manager, staff team and committee, taking account of parents' views, have enabled the setting to evaluate, very thoroughly and in detail, their strengths and areas for development. Within the last year, structural changes on the ground floor have enabled the playgroup to promote successfully free-flow play between the inside and outdoors. A classroom outside has been created enabling children in all weathers to explore and engage in activities outside. The first floor has undergone a total refurbishment creating a wonderful learning and exciting environment for older children. This demonstrates that the playgroup successfully makes continuous improvement for the outcomes for children.

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

Children are extremely happy and settled at the playgroup. They make excellent progress in their learning and development, are highly motivated and very active learners. The very skilled staff find out as much as possible from the parents when the child starts. This 'starting point' is then used to track children's individual stage of development. Through robust observations, and very detailed and rigorous assessments, staff are able to identify the stages and speed of children's progress. Staff effectively plan a wonderful range of activities and experiences that are purposefully tailored for individual children and build on their interests. This provides a clear foundation for staff to scaffold every aspect and area of learning. Learning journeys and tracker files are used to record such information and are shared with parents, highlighting what the child has done and how the staff are supporting the child in their next steps of learning. Parents are provided with information and ideas to help consolidate their child's learning at home. Additional information is also offered to parents relating to the six areas of learning and various ways of developing their communication with the child, such as letters and sounds activities. Staff have significant knowledge and understanding of the Early Years Foundation Stage curriculum. They are highly skilled in delivering the Framework through providing an excellent range of varied activities and experiences. There is an excellent balance of child-orientated and adult-led play: ensuring children have a wonderful and fun packed time at the playgroup as they learn through play.

The free flow between indoors and outside offers children great variety in their independent choice of play. Children excitedly explore the guttering outside. They pour in water and place plastic balls on the water watching them race down the guttering to the end. A box remains at the end of the guttering to collect the balls,

which children grab and race back up to the start to place them again on the water. Other children drive their toy train engines down the water, making sounds of the trains and crashing them into the box. One child removes the box and the water empties on the ground. Children squeal with excitement as the water splashes near them, some jumping in the puddles it has created whilst others manoeuvre their trikes through the water creating patterns on the ground from the wet wheels. This activity promotes great excitement and engagement from many children who happily play cooperatively or alone, alongside their peers. Other children explore eagerly, confidently climbing and playing imaginatively together with trikes, road signs and tyres. Others dig in the sand, hiding their trains. Children access the small-world sea-life animals in a tub of water, supported by staff who enable all children to participate. Mark-making activities are accessed both inside and outdoors, and are highly valued as children's achievements are displayed throughout the setting. The sensory room encourages children to feel safe. They explore a range of additional resources that stimulate their senses, such as musical instruments from around the world, various lights, sounds and visual effects.

Physical activity is incorporated into the day, every day, whether this is outside or in the 'physical room'. Children run around outside enjoying the fresh air and exercise as well as moving to music inside, playing with the parachute, shaking it up and down and side to side. Healthy snacks are provided where children have choices including milk and fruit. Parents provide their child's lunches which are closely monitored by staff to ensure they are healthy and well balanced. Children understand the importance of washing their hands with soap and water to wash away the germs so that, in their terms, 'they do not get poorly'. Staff are good role models and adhere to the robust health and safety policies and procedures ensuring children's health and welfare needs are accurately met. Children show a strong sense of security and belonging in the playgroup. For example, they are very helpful and take great pride in tidying away their toys before lunch. Staff ensure children's critical thinking is promoted very well. For example, during story time, thought-provoking questions are used to help children think about what will happen next in the story.

Excellent opportunities are provided for children to prepare for the future. They access activities such as programmable toys, pressing buttons on cranes and beetles to make them move. Access to computers supports children's mathematical and language skills as they create patterns and follow simple instructions. Staff successfully build relationships with children and make considerable efforts to motivate them to try to do their best. Children respond to this calm and positive attitude with very good behaviour at all times. Any minor disputes are managed in a sensitive and patient manner. Children's self-esteem is very high. Children respect others' similarities and differences. They engage in a wide range of activities as they learn about the world around them and the people in it. Parents contribute to this further by bringing in clothing from differing cultures and talk to the children about differing lifestyles. Children also visit parts of the local community, such as the library to participate in story time and look at books, shops to purchase fruit for their snack and the local field to find mini beasts.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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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