

Boulton Lane Park Pre-school Playgroup

Inspection report for early years provision

Unique reference number	206124
Inspection date	13/06/2011
Inspector	Patricia Bowler
Setting address	Boulton Lane Community Centre, Boulton Lane, Derby, Derbyshire, DE24 0BD
Telephone number	01332 573 858
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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The pre-school playgroup opens on Monday, Tuesday, Thursday and Friday from 9.15am to 12.15pm and on Wednesday from 12.00 noon until 3.00pm during term-time.

The pre-school playgroup is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 26 children may attend at any one time all of whom may be on the Early Years Register. There are currently 21 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of staff of whom two hold appropriate early years qualifications and one holds a teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are highly recognised for their uniqueness and consequently their individual needs are met. Staff, who possess an accomplished understanding of the Early Years Foundation Stage, care exceptionally for children in a nurturing environment where they flourish in their early education through innovative play opportunities. Vigilant procedures maintain high standards of safety at all times. Well-established systems for self-evaluation actively drive further improvement. Outstanding relationships with parents, carers and other professional agencies effectively promote and maintain children's health, welfare and development.

What steps need to be taken to improve provision further?

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

- developing further established systems to involve parents in children's ongoing learning and development.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. Children's safety is paramount and staff are highly knowledgeable regarding safeguarding issues and the procedures to follow, should concerns become apparent. A consistent and dedicated staff team work extremely well together to ensure day-to-day routines are efficiently managed. Extensive policies, procedures and records, revised accordingly maintain

regulatory compliance. Comprehensive risk assessments, meticulously implemented, provide an extremely safe environment, maintaining children's safety both indoors and out. Robust recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience, are suitable to work with children impacting on the excellent quality of care they receive. A robust appraisal system monitors working practice, effectively addresses further training and includes systems to confirm staffs ongoing suitability.

Children are supported exceptionally well as they transgress in their early learning and development. Although key persons are allocated and forge excellent links with parents, children receive highly personalised care from all members of staff who know children very well. The pre-school playgroup is extremely well resourced providing children with innovative and exciting experiences which inspire their enjoyment and holistic development.

Excellent communication and partnerships with parents ensure information is shared to enable staff to care for children according to their individual needs, interests and their parents' preferences. They are kept exceedingly well informed about their children's progress. However, systems to encourage their involvement in sharing and adding to children's extensive and detailed learning journey's have yet to work effectively to support their ongoing development. Parents acknowledge their involvement within the pre-school playgroup speaking exceedingly highly about the management and staff.

The setting works diligently with others involved in the children's care, such as, health professionals and specialist workers. A robust commitment to equality and diversity ensures all are working together to help children reach their full potential and to support the identification and inclusion of any child with additional needs. Excellent links with local schools are established to aid a smooth transition as children move on in their education.

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

Children make prolific progress towards the early learning goals through an innovative environment based on child initiated activities. Much emphasis is placed on children learning through innovative play opportunities. The main hall is inviting and appealing and consequently they experience a wide range of stimulating play opportunities supported with an abundance of equipment and resources. This promotes self-selection and inspires them to steer their own play and make learning fun. Children grasp opportunities enthusiastically eagerly building a double garage from large construction blocks. They work cooperatively using noise activated drills and tools and genuine screws and nuts explaining to staff how this is progressing. Language flows as children refer to catalogues and picture prompts to rotate tools and reinforce and stabilise the construction. Vehicles are driven into the completed garage as children expand their imagination and role play experiences. Exciting table and floor activities promote active development in all areas of learning. An indoor physical area includes an exercise bike, a ski paddle

and a trampoline. Wall displays promote healthy living and children use weighing scales gaining awareness of mathematical concepts. Skills for the future are enhanced with access to a computer and children use calculators, magnifying glasses and cameras to enhance and record their play. They develop optimum self-esteem as they confidently interact with peers and staff. Emerging writing skills develop as children follow intricate patterns and their efforts in early letter formation are acknowledged by staff. They identify their own creative pictures copying from their name cards.

Children enjoy a range of activities in the enclosed outdoor area which facilitates free-flow play. They gainfully hunt for buried treasure in the sand tray identifying colours and shapes in the 'jewels' they find. A compost tray is used to plant silk flowers and junk modelling materials provoke problem solving as children freely use glue and sticky tape in order to achieve desired outcomes in their creations. Staff are exceptionally skilled in the use of open questions to inspire children to reach their own conclusions and resolutions. Awareness of their surroundings is actively promoted. Photographs of an adopted tree in the surrounding park area denotes seasonal changes and bird cakes, made by children, encourage birds and squirrels nearer to the setting to bring nature to life. Plants are set in pots and children monitor growth using tape measures as they tend to needs such as watering. Cress is currently growing indoors and is eagerly anticipated for inclusion in sandwiches at snack time. Extended play is facilitated in an enclosed court within the Community Centre grounds. Children run freely, kicking and catching a range of balls and beanbags. They develop hand-eye coordination as they use bats and balls, knock down skittles and score goals at basket ball. Staff join in exercise to promote positive attitudes as children feel their heart rate before and after exercise including running on the spot and star jumps, which they successfully count to twenty.

Personal care is promoted as children prepare for their snack. They are knowledgeable about hand washing 'to get rid of germs'. They sit in small groups to pour their own drinks and enjoy cucumber, raisons, apple and bread sticks which they select from bowls at each table. Good manners are promoted as they respond with please and thank-you to staff who sit with them. Self-help skills are fostered as children fasten their own shoes asking for support when needed as they change for outdoor play.

Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well, take turns when playing with toys and develop an awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays and play equipment help children to value themselves and others. They take part in various activities, supported by staff and parents to celebrate in a range of special events and festivals.

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	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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met