

# East Leake Pre - School Playgroup

Inspection report for early years provision

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**Unique reference number**

EY408951

**Inspection date**

15/06/2011

**Inspector**

Christine Armstrong

**Setting address**

East Leake Surestart Childrens Centre & Extended Services,  
School Green, East Leake, LOUGHBOROUGH,  
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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**

East Leake Pre-School Playgroup is run by the East Leake Playgroup Organisation. It opened in 2010 and operates from one main room with access to the community room and the computer suite within East Leake Sure Start Children's Centre and Extended Services in North West Leicestershire. Children are cared for on the ground floor of the single storey converted village school and access to the premises is by slope.

The playgroup is registered on the Early Years Register to care for a maximum of 16 children aged two to five years at any one time. There are currently 26 children on roll. The playgroup is open each week day from 9am to 12.45pm with an afternoon session on a Tuesday between 12.55pm and 15.25pm, during school term time only. Children come from the East Leake and the surrounding villages. The organisation employs four staff.

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

Overall the quality of the provision is good.

Children make good progress in their learning because adults recognise and nurture their interests and individuality. Systems to monitor and plan for children's progress in their development are effective and contribute to the good progress they make. The setting works effectively in partnership with parents to support children's individual needs and any additional help they require. Partnerships with other Early Years Foundation Stage settings are less well developed. Policies and procedures are effectively implemented in practice to promote and protect children's welfare and safety. Adults in the setting are motivated to improve outcomes for children and keen to reflect on and evaluate their practice.

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

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

- develop further partnerships with other practitioners, in this case the local school, to support children's transition between settings
- make better use of the computer station in order to offer children continual opportunities to use information and communication technology.

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

Children's safety and welfare is effectively promoted and protected. Comprehensive safeguarding procedures are in place and implemented effectively. Systems are robust to ensure all adults who work with the children are suitable to do so. Adults have a good understanding of their legal duties and responsibilities and take appropriate action to safeguard children. Effective measures are taken to

ensure the safe arrival and collection of children. Daily registers for all adults and children are completed appropriately. The premises are kept secure and all adults are vigilant in supervising children throughout the session. Effective risk assessments are conducted and daily checks are undertaken both indoors and outdoors. This ensures children are kept safe and secure. Policies and procedures are implemented effectively to protect children's good health. The setting shares all of their policies and procedures with parents.

Equality of opportunity is effectively fostered well by all adults who ensure all children are fully included in all routines and activities. The good organisation of resources ensures accessibility for all children to all areas of learning indoors and outdoors. This significantly enhances children's learning opportunities and particularly supports their independence and confidence. Resources are of very good quality and include positive images of diversity which helps children to recognise and value similarities and differences in themselves and others. Partnerships with parents are good. Parents take key roles in the committee that runs the setting. Parents report their children settle well into the setting and that all adults are welcoming, approachable and helpful. Information is exchanged with parents on an ongoing basis to ensure each child's care needs are identified and well met. Effective steps are taken to support parents to become involved in the setting and their child's learning. For example, children's individual development files are kept in each child's tray and include details of ways parents can support their child's learning across different areas. Parents are also invited into the setting to discuss their child's development with their key worker. The setting effectively liaises with parents and other agencies to identify, as early as possible, any additional support children may need. There are some links with the local school, but these are not yet fully developed to support children's transition to school.

This well-established setting demonstrates a very strong capacity to maintain continuous improvements. Since the last inspection they have moved premises to a purpose designed room within a newly refurbished Sure Start building with direct access to a secure outside play area. They have secured funding to improve indoor and outdoor resources and they have effectively implemented new initiatives such as free flow play into the outdoors and a snack bar. These improvements have significantly enhanced learning opportunities for children. In addition, the setting is successfully embedding a culture of reflective practice and self-evaluation which is helping them to establish an accurate understanding of the strengths and priorities for development.

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

Children make good progress in all areas of learning. They benefit from a very welcoming and stimulating indoor and outdoor learning environment and high quality adult interaction. Throughout all activities children are encouraged to be inquisitive and to think and learn independently. This approach supports all areas of learning. Adults make regular observational assessments which contribute towards a summary assessment of children's achievements. This information is used effectively to identify child's next steps in learning. It is also used to inform

planning and to monitor and evaluate the progress children are making.

Children are effectively supported to develop skills for the future. Their communication skills are particularly well supported. Adults provide good levels of support to children to help them to become confident and competent in communicating their thoughts and offering their ideas. For example, during morning registration time children learn to engage in conversations about a range of different topics including talking about what they intend to play with, their favourite activities and future holiday plans. During story time children learn sit and listen very well. Their interest and participation is effectively captured with the use of puppets and favourite stories. Children take turns in using the puppets to tell parts of the story line and all children join in to sing the rhyme that is repeated throughout. During children's self-initiated play adults are skilful in engaging in play with them and extending learning opportunities. For example, following a visit from a fire officer a small world fire station captures a child's interest and imagination. The nearby adult recognises how this interest can be used to extend learning and skilfully models new language and encourages the child to express ideas and recall and describe events. Through daily tasks and play children are supported to recognise print carries meaning. For example, children learn to identify their own name label for registration. Children learn about the sounds that letters make and have lots of opportunities for mark making using a very varied range of tools and media. This helps to develop their interest and understanding in this area of learning and the physical development needed to form recognisable letters. Throughout activities adults encourage children to solve simple problems and take an interest in counting, number and shape. For example, when children go to the snack bar they talk about the shape, number and colour of food. A varied range of resources foster children interest in simple technology. However, full use is not made of the computer station to offer children continual opportunities to use information and communication technology.

The indoor and outdoor learning environment effectively supports children's independence and curiosity to become active learners. Children become very busy in their self-chosen task. For example, some children repeatedly go indoors to collect the right amount of water in containers they want to mix into the sand. Some children collect sand using a wheel barrow, trowels and spades which they use to put the sand into the gaps on the playhouse roof. Other children spend time carefully washing their dolls in the soapy water. These activities help children to develop their concept of measure, the changes that happen when water is mixed with other media and a chance to imitate adults and make sense of their own experiences. A nature table indoors fosters children's interest in nature and includes cress and tomatoes plants that the children have grown.

Every child's welfare needs are given close attention. Children receive high levels of adult attention. They develop warm and caring relationships with the adults and other children in the setting. Displays of children photographs, birthday balloons and examples of their work and photograph books contribute strongly to promoting a sense of belonging for children. Children behave very well and learn to share, take turns and respect the needs of others. Spike, a stripy toy monkey is used to include children's home experiences in the setting. Children take Spike home for the weekend and their experiences are recorded by parents to share in

the setting. This helps children to recognise and value similarities and differences in themselves and others. Discussions, routines and topics support children to develop a strong understanding of safety in the setting. Children develop good physical skills and control over their bodies as they balance and jump and ride two and three wheeled toys outdoors. Good hygiene practices across the setting help to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as washing their hands before snacks. A snack table is available during the morning and afternoon session which encourages children to recognise when they are hungry or thirsty and to respond to these feelings. All food and drink items are displayed to allow children to serve themselves and make choices. Adults are on hand to provide any assistance needed. They make good use of conversations at the table to further children's awareness of healthy eating.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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