

Page Park Pre-school

Inspection report for early years provision

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Inspector

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Setting address

Page Park Sports Pavilion, Page Park, Staple Hill, Staple Hill,
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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*.

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

Page Park Playgroup has operated since 1974. It is located within the sports pavilion in Page Park, Staple Hill, close to the main shopping area. Children have access to a fully enclosed outside play area, adjacent to the building. The playgroup is registered on the Early Years Register and may care for a maximum of 22 children at any one. They are also registered to care for older children on the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll. All are in the early years age group. The playgroup supports children who speak English as an additional language and also children with additional needs.

Opening times are Monday to Friday from 9.00am to 2.00pm, term times only. The playgroup has a lunch club.

Six staff work directly with children. All have Level 3 qualifications or above. The playgroup has support from an early years advice worker from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress at this inclusive, welcoming playgroup located in the heart of the community. Staff have a good understanding of the Early Years Foundation Stage and provide a stimulating programme of activities that help children to make progress towards the early learning goals. Children are protected from risks and hazards in the learning environment as staff carry out regular risks assessment of the premises. The procedures for safeguarding children from the risk of abuse are generally satisfactory. However, the system for recording injuries children sustain away from the setting is not known to all staff. Staff have established good partnerships with parents and with most agencies who are also involved with children who attend the playgroup. Staff are currently working towards establishing formal links with others to ensure there is continuity for children in all cases.. Regular self-evaluation by the manager and staff makes sure that children's individual needs are met in all areas including a strong focus on development in Communication Language and Literacy.

What steps need to be taken to improve provision further?

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

- Improve procedures for working together with other providers of the Early Years Foundation Stage and develop effective systems for sharing relevant information about care and education when children attend other settings
- ensure safeguarding procedures are in line with the Local Safeguarding

Children's Board guidance and establish a system, known to all staff, for logging injuries to children that happen away from the setting.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge of child protection issues. This promotes and safeguards children's welfare in the setting. The manager ensures that Criminal Records checks have been completed and she maintains a record of when these were completed. The manager also attends safeguarding training updates and she ensures staff are informed and the written policy is reviewed in line with any new information. Parents have access to the safeguarding policy which is accessible in a folder with other documents. However, although staff have incident forms to record actual concerns about child abuse, a secure system for recording existing injuries children sustain away from the setting is not known to staff. This may result in staff's inability to see and assess clear documented evidence of possible patterns of injuries to children.

The playgroup staff are trained and experienced. The manager has been in post for several years and heads a team of well organised and relaxed professionals who carry out regular evaluations and respond positively to occasions when change is required. For example, following advice for an inclusion worker, the learning environment was re-organised to improve the sense of structure and security for a child with additional needs. Staff have evaluated that other children also benefit from the new arrangements. Other improvement includes the setting's involvement in the Every Child A Talker teaching programme. (ECAT). Staff have a much improved understanding of how children develop effective language skills and confidently support each child to communicate at a level which is comfortable for them and which increases confidence. The manager and staff have also completed self-evaluation documents provided by the regulator. Areas identified for improvement include possible structural alterations to provide children with direct access to the outdoor area and facilitate spontaneous play where children move freely between indoor and outdoor spaces.

Children have access to a very good range of play materials. The space is used creatively to allow children to self-select toys of their choice and play independently or to link up with others to extend their play. Resources are of good quality and maintained in safe working order. The outdoor area is also well resourced. Children learn in the enclosed area overlooking the extensive green space of the park. A nearby allotment provides space for children to plan and grow a selection of fruit and vegetables.

Staff work closely with parents and ensure they have regular information about children's care and development. A key worker system is in place. Parents know their children's key worker and some state they feel they can approach any member of staff if they had questions or concerns. Children have smooth transitions to the reception class. Staff complete written summaries of each child's learning experiences in 'Celebrating my Learning' folders to share with the reception teacher. They also work closely with the Area Special Educational Needs

Coordinator to ensure improved outcomes for children who have significant learning needs. However, although they have been successful in making links with some providers of early years provision, where children also attend and in those cases, information is shared to benefit children, staff have not pursued contact with two settings and may not have a holistic view of the development needs of those children concerned.

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

Children are making very good progress in their personal, social and emotional development. They have a positive sense of themselves as individuals and select activities independently. Children are also eager to engage with others to say and demonstrate what they can do. For example, they ask adults to watch as they proudly show a range of physical skills they have learnt using mobile equipment including scooters and cars. They ask for help when necessary and know that they can count on support from their peers.

Children are happy to engage with adults. They freely initiate and extend conversation on issues of importance to themselves. They are polite and show a developing understanding of acceptable social behaviour by offering a greeting and saying their names. Staff are aware of the importance of children developing good language skills to access learning and support early reading. They monitor communication and language and offer support to children at every level of their attainment differentiating according individual needs. Children enjoy a range of mark making opportunities and some children can write their names in clear recognisable letter. Older children recognise random numbers on a large dice. They say the number without counting. Numbers language is also used meaningfully by children during play. For example, two boys who want to ride on the same bike negotiate that one of the boys should take five turns on the bike before allowing the other to use it.

Children have the opportunity to explore and learn about the local community. They grow strawberries and vegetables at a nearby allotment plots. When ready, the produce are picked by the children and eaten during snack time and cooking and tasting sessions. A computer is positioned in a quieter area of the playroom. Children show a strong interest in operating the equipment to enquire and learn. Computer programmes are age appropriate allowing children to independently access activities with topics of interest such as, a mechanic working in a garage and sorting reusable materials and putting these into the appropriate containers for recycling. Staff observe children and make ongoing assessments of progress. The information is used to inform future plans. Innovative use of a video camera allows staff to collect sustained images of how individual children play and use resources. This has assessment accompanied by clearer evidence. Parents also find this procedure helpful when used during reviews of children's of learning and development. Children also enjoy watching images of themselves at play.

Staff have clear understanding of risks and hazards to children. As well as

maintaining a safe environment through thorough risk assessments and control measures, they support children's understanding of staying safe through the decisions they make. This includes activities in community where children learn about road safety and children know they should hold hands and not run when they go to the allotment. Parents are also supported as they help children to recognise hazards in the community and learn why they must listen to instructions from adults.

Children are learning about self care and the need to maintain personal hygiene through procedures such as cleaning their teeth. They are familiar with the procedure for washing their hands before eating and after using the toilet. A small poster is in place in the toilet area to remind them to do so. Children know they must wash the fruit they help to prepare for snack time. Also, the strawberries they picked before they are eaten. Children benefit from being able to access the outdoor space in most types of weather, Staff ensure they have appropriate protective clothing in wet weather and in sunny weather shaded areas are created and parents asked to apply sun lotion to protect children skin from sun damage. Many children have caps from home and staff are working towards ensuring all children have caps when playing outdoors in sunny weather. Children behave very well. Staff challenge minor incidents of unacceptable behaviour and encourage children to use words to express their feelings if they are unhappy.

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	3
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

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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

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