

St Lawrence Playgroup & Pre-school

Inspection report for early years provision

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Inspector Lynn Reeves

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Telephone number 01420 82442
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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

been registered since 1974. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A total of 26 children aged two to five years may attend at any one time. Currently there are 33 children on roll, of these 22 are in receipt of free nursery education funding. The pre-school opens Monday to Friday during school term time from 9am to 12 noon. The group provides support for children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school operates from a church hall and have access to the main hall, kitchen and toilets. For outdoor play there is a small area with temporary fencing and the church grounds are used for group activities. The pre-school employs four staff, all of whom hold Early Years qualifications. The setting liaises and receives teacher support from local schools. Support and advice is also received from the Early Education and Childcare Unit.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy and make sound progress in their learning, although there is less focus on information and communication technology. The pre-school has good partnerships with parents ensuring that staff are able to identify children's individual needs. However, observations and assessment do not include children's next steps in order to inform planning. Adequate policies and procedures are implemented to support health and safety, but fire drills, hand-hygiene and some minor hazards are not sufficiently addressed. Management have implemented most recommendations set at the last inspection ensuring some improvement, but systems for continued progress are not fully in place.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- improve observation system in place to clearly identify the next steps in children's learning and development, to better inform planning
- improve staff's implementation of the health and safety policy with particular regard to spillages, hand-washing procedures and fire drills
- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all

children.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge of how to safeguard children and of their local safeguarding children procedures. Management and committee ensure that staff are appropriately vetted and that induction procedures are in place so that all adults working with children are suitable to do so. A sound range of policies, procedures and documentation are in place. All staff are encouraged to attend suitable training and many are trained in first aid and child protection. Written risk assessments are in place for the building, outdoors and for outings. However, during the play session the children spill sand on the floor and walk in and out from the garden area with wet muddy feet, leaving slip hazards which are not cleaned up immediately. This impacts on children's overall safety.

Staff organise the learning environment reasonably well ensuring the children can move freely from the indoor to the outdoor environment to access a range of interesting resources and activities. However, everyday technology or programmable toys are limited to help support children's learning. Staff provide children with an inclusive environment where they see a range of posters, celebrate festivals and play with multicultural resources, such as dressing up costumes and books, helping them learn about valuing difference. Staff are aware of some areas for development, however, have not implemented a formal procedure of self-evaluation to show clear priorities for improvement to raise the quality of provision for all children.

Parents are kept well informed about their children's routines and the Early Years Foundation Stage framework through information displayed on notice boards. There are also regular newsletters and opportunities for regular discussion with staff. Parents are encouraged to help on the parent rota and to be involved in fund raising events. Children's records are made available for them to view or to make comment in and additional photographic evidence are kept in scrap books to evidence what the children have done and the activities they have taken part in. The setting has set up links with other early years providers that the children may attend and outside professionals to ensure consistency of care and learning.

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

Children are happy and settled within the secure environment provided. They soon learn the daily routines and take part in the range of activities provided. Children move freely between the indoor and outside environments, choosing their activities and interacting with staff and their friends. All children are provided with a range of resources and activities which enable them to make sound progress in most areas of their learning. Staff know the children well. A new assessment and planning system has been implemented and staff are gaining in confidence as they

make observations and assessments of children's progress, however, there are gaps in identifying the children's next steps in their learning and development.

Children enjoy role-play opportunities as they put their dolls to bed or take them for a walk on the garden. They dress up in their favourite costumes and initiate child-led imaginative play. Their physical development is promoted as they enjoy dancing and acting out the actions to nursery rhymes, such as 'Ring a ring a roses and 'Farmers in his den'. They have opportunities to ride the sit on toys, use the climbing frame and slide, and play games with the parachute. Children learn about measuring and quantity as they play with the sand and enjoy measuring the flour to make the salt-dough. They pour the water into the mixture to see what happens and use a range of tools to mix and stir the ingredients. Children talk about what they are making as they count how many pancakes they have rolled out and the different shapes they have made. Other children use a range of tools competently and safely as they cut and stick to make rockets and telescopes. Children are creative and initiate their own learning as they explore and experiment with paints, media and various textures, such as the ribbons, feathers, wool and foil. Children share and wait their turn to paint the walls outside with the soapy water. They behave well and learn to get on together as they make up the rules to a game or pass a toy to their friend. They are polite to each other and enjoy sitting on the mat to sing 'Happy birthday' to their friend. Children use their 'listening ears' well during story time, all waiting for the end of the story, predicting what might happen next. A range of visitors to the setting and local outings develop children's understanding of their own community. They visit the local vets, library, church and shops.

Children's health and safety are promoted in most areas. They learn to keep themselves safe through gentle reminders, such as handling the scissors correctly and not to run around indoors. They practice fire drills, although these are not conducted regularly to ensure all children that attend gain an understanding of safe evacuation of the building. Secure systems are in place to ensure no unvetted adults enter the premises and accidents and incidents are accurately recorded. Toys are resources are clean and children wash their hands instinctively after painting and before eating their snacks. However, hygiene is not fully promoted as they all share one towel. Healthy eating is promoted as the children are provided with a range of fresh fruit, cheese and cereals for their snacks. Children demonstrate good self-care skills as they pour their own drinks, wash their own cups and bowls, put on their own aprons for messy play and help to tidy the toys away at the end of the session; which helps develop their skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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