

# The Newman Pre-School Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 137326   |
| <b>Inspection date</b>         | 28/06/2011   |
| <b>Inspector</b>               | Rebecca Khabbazi   |
| <b>Setting address</b>         | Crofton Halls Community Centre, York Rise, Orpington,<br>Kent, BR6 8PR |
| <b>Telephone number</b>        | 01689 832158   |
| <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

The Newman pre-school playgroup was registered in 1993. The pre-school is run by a parent committee and has charitable status. It operates from the Crofton Halls Community Centre which is situated in Orpington, Kent. The setting has use of a large main hall and an enclosed outdoor play area. The pre-school is open each weekday from 9.15am to 12.15pm during term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for 26 children under eight years old, although at present the setting does not offer any provision for children of school age. All 26 children may be in the early years age range, although none may be under two years old. There are currently 35 children in the early years age group on roll, who attend for various sessions. The setting receives funding for early education for three and four year olds. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 11 members of staff who work with the children at the setting. Of these, eight hold relevant early years qualifications.

The setting receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully supports all aspects of children's welfare and development. Effective leadership and management results in a committed and well-established staff team who are motivated to continually develop and improve the provision. Partnerships with parents are excellent and significantly contribute to children's well-being at the setting. Activity planning and implementation is mostly effective and as a result children make good progress in their learning in most areas, given their age, ability and starting points and overall their individual needs are met well. They are safe and well cared for at the pre-school.

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

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

- strengthen systems for assessment and planning, by including outdoor activities and experiences based on children's needs, interests and skills in weekly plans
- review the organisation of large group times such as circle time, in order to

ensure that the needs of all children are met.

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

Robust systems for recruitment and vetting ensure that staff are suitable to work with young children, which helps safeguard children's welfare. Staff complete relevant safeguarding training and are familiar with procedures to follow if they have concerns about a child in their care. They give high priority to supervising children effectively and ensure appropriate safety measures are in place, such as securing the door to the hall during the session and accompanying children in all public areas of the building. All required documentation that supports the smooth day to day running of the setting is in place. The setting benefits from a consistent staff team who work together well, sharing tasks and responsibilities throughout the morning, such as the snack bar, or a creative activity. Staff make good use of resources to create an interesting learning environment where children can access a wide variety of toys and play materials that are suitable for their age and needs and support their learning.

Staff work very closely with parents to make sure they have a good understanding of each child's background and needs. They also build effective links with other professionals and agencies, for instance where children have additional needs or attend other settings, so that they receive appropriate, consistent care. Inclusion is actively promoted. Staff use sign language to support children who find verbal communication difficult and by using it in group activities other children also learn the signs to use with their peers. In this way children learn to value diversity. Staff adapt most activities where necessary to ensure children's needs are taken into account, for instance weekly plans show how children of different ages and abilities will benefit from an activity. The organisation of some parts of the session, however, such as large group circle times, does not always take into account children's differing needs so that everyone can take a full part.

Relationships with parents are highly positive. The pre-school is run by a parent committee and parents are fully involved in key decisions affecting the setting as well as taking part in fundraising projects and the volunteer rota. Parents are exceptionally happy with the care and education at the pre-school and are kept extremely well informed about their child's achievements due to daily feedback on an individual basis. Their views and opinions are central to the setting's monitoring and evaluation of the provision, together with feedback from staff and children. Actions taken to develop the setting are well chosen to lead to improved outcomes for children, such as developing an enclosed outdoor area so that children now benefit from both indoor and outdoor learning experiences.

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

Children show a very strong sense of belonging at the setting. They make excellent relationships with staff and each other and show high levels of confidence and independence as they negotiate who has the next turn in the pirate ship, help themselves to resources or pour themselves a drink when they are thirsty. They move safely around the setting due to the careful risk assessments that staff carry out on a daily basis. Children learn to keep themselves safe when they recall that they must use their 'walking feet' inside, and when they learn about road safety or talk about stranger danger. They follow the familiar routine when they go outside, holding on to a ring of the walking rope so that no-one gets lost. Children adopt simple good hygiene routines such as washing their hands before they eat, and remember that they need to wash them 'because of germs'. They learn about food that is good for them during a 'healthy eating' project, and enjoy choosing from a variety of snacks such as rice cakes, bread sticks, fruit and salad. Children play outside or take part in physical activity every day as part of a healthy lifestyle. They have fun running around in the outdoor area and are keen to show off their physical skills when they demonstrate how they can spin a hoop around their body.

Children take part in a wide variety of activities and experiences that help them make good progress in their development across all areas of learning. Staff know children well. They make regular observations of their achievements and use these to plan activities that build on their existing knowledge and skills. Children benefit from both indoor and outdoor experiences each day, however outdoor activities are not yet fully included in weekly plans, to ensure they are based on children's individual learning needs, interests and skills.

Children are keen communicators and older children confidently express their ideas and share their experiences. They enjoy looking at books in the quiet area and listen attentively to stories. They develop skills for the future when they make marks and write as they play, look at maps in the role play pirate ship, or use the laptop to complete simple programmes. Children solve simple problems through every day routines, working out which puzzle pieces fit together, finding a domino that matches the one on the table, or counting how many pictures there are on their shoe. They explore and investigate as they sieve sand in the tray, or discover what happens when you mix sand with the play dough. Children use their imaginations when they dress up as pirates and sail away across the sea in their pirate ship, in search of treasure. They benefit from good opportunities for uninterrupted independent play and become absorbed in their game. Children join in with familiar songs enthusiastically and move their bodies to the actions, clapping their hands, clicking their fingers, or stamping their feet. They are well occupied and stimulated throughout the morning and have an enjoyable and interesting time at the setting.

## 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

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|--|---|
| <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

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|--|---|
| <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  | 2 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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        | 1 |
| 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