

Breaston Pre-School Playgroup

Inspection report for early years provision

Unique reference number 206727
Inspection date 17/05/2011
Inspector Justine Ellaway

Setting address St Michaels School Rooms, 2 Main Street, Breaston, Derby,
Derbyshire, DE72 3DX
Telephone number 01332 874832 during session time
Email 01332 875077 home number to be used if unavailable
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

Breaston Pre-School Playgroup is run by a committee. It opened in 1967 and operates from St Michael's School Rooms, Breaston, Derbyshire. The pre-school is open on Tuesday and Wednesday from 9.15am to 11.45am and on Monday, Thursday and Friday from 9.15am to 3.15pm during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 55 children on roll, all of whom are within the early years age range. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are eleven members of staff, nine of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting has not effectively implemented some of the required policies and procedures to promote children's welfare and ensure their safety. Systems to evaluate have been developed, but are currently ineffective in providing an accurate and useful tool for identifying and addressing areas for improvement. Children make satisfactory progress towards the early learning goals as planning and assessment systems are reasonably well established. The setting makes suitable links with most other relevant organisations to promote consistency of care. Parents and carers receive some suitable information about the setting and their child's progress.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that there are effective systems in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so (Suitable people) 07/06/2011
- ensure that a record is maintained of the unique reference numbers of CRB disclosures obtained and the date on which they were obtained (Suitable) 07/06/2011

- people)
 - take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment) 07/06/2011
 - improve the systems to identify children's individual needs through encouraging a culture of reflective practice and involving parents and practitioners in evaluating the impact of your provision (Organisation). 17/11/2011

To improve the early years provision the registered person should:

- develop further the risk assessment so that it covers anything with which a child may come into contact
- develop further systems of observation and assessment to accurately maintain the learning journeys for all children to ensure progression towards the early learning goals
- support children to maintain attention, concentrate and sit quietly when appropriate.

The effectiveness of leadership and management of the early years provision

Children's welfare is not effectively promoted within the setting. The nominated child protection person has a suitable understanding of how to deal with any concerns. However, systems to establish the suitability of staff at the time of appointment have been considered but are not consistently implemented. Insufficient information is gathered to evidence that adults are suitable to work with children. The setting is currently devising a system to establish the ongoing suitability of staff, so this has not yet been implemented. The setting has not established a record of Criminal Records Bureau checks for all staff, which is a requirement of the Early Years Foundation Stage (EYFS). The majority of systems to promote children's safety are effective during the session, for example, furniture and equipment is laid out so that children can move around safely. However, insufficient consideration is given to children's safety when toileting. Visitors to the playgroup are able to use the children's toilets without supervision from staff. This compromises children's safety and welfare. While the risk assessments are reasonably detailed and have been recently reviewed, they do not include all identified risks and hazards and what action the setting is proposing to take. Furthermore, the provider has committed an offence by failing to notify Ofsted of a change to the individuals who are members of its governing body. This is a specific legal requirement in the Statutory Framework for the EYFS. Ofsted does not intend to prosecute on this occasion.

The environment and space is well laid out to promote children's enjoyment and free choice. Children develop their independence as they move freely between the indoors and outdoors. They move purposefully and are therefore deciding what they want to do before they move to another area. They access a suitable range of toys and resources. The setting has a satisfactory range of toys and resources that

promote children's understanding of the wider world; some of these are laid out during the session. Staff are suitably deployed throughout the session. They are clear on their role and as such perform this without needing to be directed by the manager. A dedicated snack person frees up other members of staff to spend their time with the children.

The setting has completed an evaluation form and the manager maintains her own notes of things the setting needs to address. However, the evaluation form has not been updated for a year and a half and is therefore not fully reflective of the playgroup as it is now. While the manager has identified some relevant areas for improvement, these do not reflect the weaknesses identified at inspection or encompass all areas of practice. Some changes or improvements have taken place and are benefiting outcomes for children, for example, the organisation of snack to promote children's independence. However, others have not been fully embedded to ensure they are effective.

The setting has established suitable links with both parents and carers and the majority of other relevant settings or organisations. A proactive approach is taken to ensuring the inclusion of children with special educational needs and/or disabilities. The dedicated staff maintain useful records and make links with appropriate agencies and professionals to ensure appropriate support is identified. A useful diary is maintained which is shared with other settings that children attend. This contains information that means there is a consistent approach to supporting children's learning and development. Suitable information is shared with parents and carers. A recent questionnaire has identified some further information parents would like to receive, and the setting is currently looking at how this can be addressed. A system to support the transition to school for those children leaving at the end of term is being developed.

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

Children make satisfactory progress towards the early learning goals. They enjoy coming to the playgroup and enter the setting enthusiastically. They have positive relationships with staff, which is evident as a child rushes over to a favourite member of staff as they arrive.

Children's independence is well supported, both through the free-flow to outdoors and at snack time. Children choose where they play and can play outdoors for most of the session if they want to. At snack time children find a place at the table, help themselves to food and pour their own drink. When they have finished they clear away their crockery. They follow the effective hygiene routines as they wash their hands with soap and water prior to eating and use anti-bacterial hand gel afterwards. Some children understand why they do this. They enjoy a healthy snack which includes fruit. Staff also talk to children about the affects of exercise on the body to develop their understanding of a healthy lifestyle.

Children move carefully around the environment and show an awareness of their own safety and that of others. They enjoy engaging in physical play and walk

carefully along the balancing beam or throw and catch a beanbag. They are beginning to use a computer with control and can operate the mouse. Some children spend time at an activity and can sustain their interest. They develop their language skills as they respond to questions and chat to others. Children behave well and are given effective support so that they attempt to resolve their own disputes. They are encouraged to behave appropriately through praise and the use of stickers.

Children have lots of opportunities to develop their understanding of numbers, counting and shapes. Circle time regularly covers this and staff use size language during their interaction with the children. However, the organisation of circle time hinders some children's participation. All of the children take part, which means that for younger children the questions are too complex. Some children become distracted and it is hard to bring them back due to the size of the group.

The planning document is easy to read and highlights where staff have identified some of the children's interests. Plans provide a suitable range of activities that cover the six areas of learning. On some occasions a clear and appropriate learning intention is delivered which provides support for particular children to move to their next stage of development. On other occasions a more general approach is taken which does not challenge or extend more able children. Staff are effective in supporting children who speak English as an additional language. A file is in place for each child where staff record what they can do. Currently, they do not accurately reflect where children are at. There are gaps where staff have not recorded information, or observations that put children at a higher level than they are operating at. On the whole, staff can talk about children's interests and where they need support.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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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