

Long Eaton Pre-School Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

Long Eaton Pre-School Playgroup is a committee run group. It opened in 1966 and operates from the Long Eaton Baptist Church. It is situated in the town centre. The playgroup serves the local community. A maximum of 30 children may attend the playgroup at any one time. The playgroup is open each weekday during school term time. Sessions are from 9am to 12 noon. All children share access to a secure enclosed outdoor play area.

There are currently 33 children from two to under five years old on roll. Of these, seven children receive funding for nursery education. The playgroup currently does not have any children with special educational needs and/or disabilities on roll.

The playgroup employs five staff. All of the staff, including the manager, hold appropriate early years qualifications. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children receive a warm welcome and which helps to settle them into the pre-school well. Children enjoy participating in an extremely wide variety of stimulating activities which allows them to make good progress in their learning and development. Staff have developed their skills in observing children's progress so they can plan the next step in children's learning. Good partnerships with parents and carers ensures that the staff know the children well. There is a positive approach to self-evaluation and reviewing what they are doing and generally, policies and procedures are in place. Some personal information is not always stored confidentially.

What steps need to be taken to improve provision further?

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

- ensure that written policies are fully up-to-date and in line with local safeguarding board's current guidance
- ensure confidential information is always stored in an appropriate area.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of how to implement the procedures for child protection and understand their responsibilities for safeguarding children at the pre-school. Good vetting procedures ensure that staff are suitable on appointment and the pre-school works closely with other agencies involved in safeguarding children. However their written policy is not fully up-to-date ensuring all staff are

aware of current guidance. The pre-school has recently improved their system for registering children helping to assure children's safety. Risk assessment arrangements are thorough, checks are carried out and recorded regularly. Procedures for protecting and keeping children safe are good. They keep suitable equipment for first aid and fire protection.

Staff are committed to improvement. They successfully work together to deliver effective outcomes for the children. The supervisor monitors all staff through appraisals and supervision to ensure they are continuing to develop their skills. They keep up-to-date with training to ensure they are providing effective learning for the children. The staff have attended a wide range of training courses and make good use of advice from the local authority to extend and improve their practice. The pre-school has a locked room in which to store confidential information but it is not always kept private.

Everyone is made to feel welcome and included at the pre-school. Children's individual needs are acknowledged and celebrated. Children who have English as an additional language are supported well and staff are keen to provide for their needs. There is a suitably trained special educational needs coordinator, although, there are no children with special educational needs and/or disabilities at present.

The pre-school staff are generally aware of their own learning needs and how this can improve the provision. Overall, recommendations have been addressed from the last inspection. The use of self-evaluation has helped to identify areas that need to be developed. They have identified omissions from their policies themselves which they will implement so that procedures are up-to-date and beneficial to the children. There is a strong staff team who are supported by a committee for the benefit of the children.

Children have access to toys and resources which are well maintained and appropriate for their ages and stages of development. The indoor space is available in two rooms so that children can be divided into different groups. The group has extensive resources so children can effectively access their own choice of activity. The outdoor area is well used by the children and staff are aware of those children who prefer the outdoors to the indoors, ensuring children's learning styles are accessed.

The partnership with parents is good. Parents are encouraged to be involved in the group. They are provided with extensive information and encouraged to be involved in their children's learning. The pre-school makes every effort to establish good partnership between themselves and other providers to establish continuity in the care and education that children receive. Children who have medical conditions are effectively supported by staff with the help of outside agencies.

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

All children make good progress given their abilities and starting points because they are provided with good learning opportunities, supported effectively by staff. Systems to record individual learning are well organised and staff are developing their skills to assess children well. Observations of children at play are noted by both key workers and other staff and are fed into plans. Staff meet each week to discuss their future planning based on children's stages of development. Staff work well together to support children's welfare and learning.

Children have access to a range of books and they enjoy having stories read to them. In addition, they participate in the actions of stories, such as a favourite story about a bear hunt. Staff help them to count spontaneously during snack time, for example, counting pieces of banana. Their independence is well promoted throughout the pre-school, even younger children are encouraged to put their cups and plates away when they have finished their snack. They have a very broad range of resources which are used well to enable children to select what they want to do, allowing them to develop their independence. The print rich and number rich environment throughout the pre-school encourages children to recognise familiar letters, words and numbers. The children have free access to programmable toys allowing them to develop their knowledge and understanding of the world around them. They can visit the 'Transport cafe', play in the sand, paint and participate in 'small world play' providing a wide range of choice. Children are helped to develop an awareness of diversity through activities and resources, this helps them to positively explore differences and similarities in the wider world. Children enjoy the outside area and are provided with an equally varied and stimulating selection of activities. The play houses and covered area create sheltered spaces where children can continue playing despite the weather. Children develop their muscles on wheeled toys and slides or they can continue their creativity by playing with wet sand and chalk boards.

Children's welfare is promoted well. Accident records, times of attendance and the record of children's individual needs are all documented and a comprehensive picture built up that enables the setting to meet the unique needs of each child. Safety is a high priority, gates are locked, the outside area is secure and inside doors are gated to ensure children are always safe and cannot wander into unsafe areas.

Children are happy and settled, feeling confident to approach staff for attention. They are successfully learning to become part of a group. Children's behaviour is managed well by staff. Consequently, children are learning to behave appropriately. Children are helped to learn about the importance of following healthy lifestyles. They enjoy nutritious mid-morning snacks which include a variety of different fruits and they have access to water or milk. Parents contribute to snack time by bringing fruit into share with the other children. Children are developing good personal care routines, as they routinely washing their hands after going to the toilet. Nappy changing is hygienic, staff wear aprons, gloves and use wipes for cleaning. Children enjoy very regular opportunities to take part in

exercise and get out in the fresh air.

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	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	2

The quality of the provision in the Early Years Foundation Stage

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

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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