

# Cricklade Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY426355
<b>Inspection date</b>	04/10/2011
<b>Inspector</b>	Jan Moutter

<b>Setting address</b>	The Old Library, Bath Road, Cricklade, Wiltshire, SN6 6AT
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<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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Cricklade Pre-School Playgroup opened in 1967. It operates from a mobile building, in Cricklade, Wiltshire. The pre-school mainly serves the local area. The pre-school is registered on the Early Years Register and a maximum of 26 children in the early years age group may attend at any one time. The pre-school opens five days a week during term times. Sessions are from 9am until 3:15pm. There are currently 60 children aged from two to under five years on roll. Children aged three and four years are funded for free early education. Children attend for a variety of sessions. The pre-school supports children from the travelling community, children who are learning to speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs nine members of staff; of these, seven hold appropriate early years qualifications and one has achieved Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and develop close trusting relationships with staff and their peers, thereby enjoying a sense of community and family at this well established pre-school. Staff establish strong relationships with parents, valuing and supporting their involvement overall. Most areas of children's learning and development are very well supported, which enables all children to attain their developmental milestones. Staff continually reflect on their daily practice, identifying the strengths and weaker areas well. They are making effective improvements to ensure they maintain continuous improvement and provide all children with a consistent level of care which best meets their individual and/or additional needs.

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

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

- devise ways to consistently support children's individual needs and self-esteem further by helping them to personalise their learning opportunities in order to extend their talents
- support parents to be fully involved in reviewing their children's progress regularly and to positively contribute to their child's individual learning and achievements.

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

Safeguarding and ensuring children's safety underpins all aspects of the day-to-day workings of the pre-school. All staff members are fully aware of the pre-school's safeguarding policies and understand the procedures to follow if they should have any concerns about the welfare of a child in their care. Documentation is comprehensively maintained to enable children's safety to be efficiently promoted. Comprehensive daily and monthly risk assessments promote children's safety constantly. Policies are implemented consistently by staff and shared with parents. All staff undertake comprehensive safeguarding training as part of their induction and experienced staff update their training with appropriate on-line training courses.

Awareness of issues of equality and diversity underpin everyday practice; all families are welcomed at the pre-school and staff get to know each child very well and understand how to meet their differing needs. The pre-school is committed to promoting a fully inclusive practice for all children, regardless of their background or ability. Staff provide very good support for children with special educational needs and/or disabilities, and those who are learning to speak English as an additional language. They work closely with support workers and parents to enable all children to fully engage with the pre-school. The staff learn words and phrases in children's home languages to enhance communication and the child's sense of security. The children have access to a wide range of resources both inside and outdoors. Staff regularly rotate the selections on offer and have a good plan for the future purchase of new toys and resources to ensure children are provided with sufficient challenges and variety, both indoors and outside.

The pre-school staff make good use of the self-evaluation process, reflecting on their practice using the 'Bristol Standards Quality Assurance Scheme'. They are motivated to improve and use an effective system of reflective practice that includes informed discussion with children and parents. This enables staff to identify the pre-school's strengths and priorities for development that will improve the quality of provision for all children. The pre-school establishes strong partnerships with parents and clearly values their involvement, particularly in sharing their child's individual additional need. However, the staff have yet to develop a fully effective system to support parent's involvement in reviewing their child's progress and to positively contribute parent's views to their children's learning and achievements. The parents are provided with information which explains the Early Years Foundation Stage and how the pre-school implements the framework. Parents note that every member of staff knows their children well and greets them by name.

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

Children appear very secure and settled at the pre-school. They arrive confidently and eager to explore the wide range of toys and resources available. Themes and planning are used well to support and promote children's individual interests. The key worker system works effectively and staff ensure that the children's target stages and next steps are met and extended through planning. The detailed recording system enables staff to capture children's achievements in their learning journals and assess their progress effectively. Staff interact very well with children, encouraging their learning in all areas and supporting their play. Staff introduce ideas and vocabulary about counting, colour and shapes whilst children are in their small key worker groups. Children learn about taking turns and competition as they play board games. Staff encourage children to talk about their friends, their likes and dislikes, which promotes communication and builds self-confidence. The pre-school is committed to promoting positive images of diversity. There is a range of toys, puzzles and role-play clothes reflecting different cultures and positive images of disability. The children celebrate festivals and events such as Chinese New Year and Christmas.

Children enjoy playing with dough and enjoy manipulating it to form shapes and textures. Staff support children's imaginations well, providing materials such as rolling pins, shape cutters and scissors that cut textures to extend the activity. Creativity and critical thinking is a particular strength of the pre-school. Children have free-play time at the start of the session and after snack-time, activities are more adult-led. For example, children freely play with boxes in the role play area, developing their imaginations, followed by more structured learning activities to promote the children's knowledge and understanding of the current topic. Staff use imaginative props to keep the children's attention and promote their communication, language and literacy skills very well. Physical skills and early problem solving abilities are promoted very well through a wide range of toys, puzzles and games. Children enjoy a good balance of activities, although staff do not consistently support children's individual needs and self-esteem by helping them to personalise their learning opportunities in order to extend their talents. For example, staff do not give children opportunities to see their names as labels around the pre-school, such as for self-registration or on containers to keep their work safe ready to take home.

Children gain confidence and become independent learners and achievers who can manage their personal care. For example, children go to the toilet independently where possible, and sometimes children help to prepare their snacks, buttering the bread and pouring their own drink. Children's good health is promoted very successfully. They enjoy nutritious snacks and have good opportunities to learn about the importance of healthy eating. Staff are vigilant in ensuring children develop good hygiene habits. As a result, children confidently explain about needing to wash their hands and do not need to be reminded. Children's physical development is promoted very successfully. The children enjoy playing outside in several play areas. They are eager to join in and there is a great sense of fun in the activity. Children enjoy playing with the slide, running up and down the mound

and busily sweeping and mopping the stairway. Children try out new physical skills as they sit on or push trikes and all children have opportunities throughout the day to run about in the fresh air. All children show a strong sense of security within the pre-school and behaviour is very good overall. Positive relationships develop and children thrive in an atmosphere where expectations are high. Overall, this is a well resourced pre-school with kind and caring staff committed to achieving the best outcomes for every child in their care.

## 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

<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

<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	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

<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	2
The extent to which children develop skills for the future	2

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