

Willington Pre-School Playgroup

Inspection report for early years provision

Unique reference number	206905
Inspection date	10/10/2011
Inspector	Lynne Milligan

Setting address	The Hawser Hut, 42 Castleway, Willington, Derbyshire, DE65 6BT
------------------------	---

Telephone number	01283 704081
-------------------------	--------------

Email	
--------------	--

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Willington Pre-School Playgroup opened in 1972. It operates from two rooms in the annexe to The Old School in Willington. The playgroup is open each weekday from 9:15am to 12:15pm during school term-time. All children share access to a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register. A maximum of 30 children may attend the playgroup at any one time. There are currently 43 children aged from two years to under five years on roll. Children attend for a variety of sessions.

The playgroup employs nine members of staff of whom eight hold appropriate early years qualifications. One member of staff has a degree in education, a Masters in special educational needs and is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The play group provides a rich learning environment where children are happy and confident individuals. Partnerships with both parents and other settings the children may attend are secure and demonstrate the play group's ability to successfully promote inclusive practice. Staff demonstrate a commitment to keeping children safe, with generally firm procedures in place. Self-reflection is used effectively and so maintains their capacity to improve.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis including details on who completed them and when (Suitable premises, environment and equipment).
- 28/10/2011

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

- improve the assessments of children's learning and development by fully utilising information about children's starting points and clearly highlighting their next steps and how they link to the planning.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear and up to date knowledge of all safeguarding procedures. Their written policy is concise and indicates a good understanding of

their multi-agency approach along with an awareness of the Independent Safeguarding Authority. Each member of staff and all volunteers have an Enhanced Criminal Record Bureau check with robust vetting procedures that ensure all adults are suitable to work with children. Areas of the building are assessed on a daily basis along with well maintained records of all visitors and children's attendance registers. However, written assessments which aim to identify any potential risk to the children are limited in their content as they lack the detail to fully identify each area, the equipment and resources available. Furthermore, none are either signed or dated which indicates that they are not current. This is a breach of a legal requirement.

The play group has placed a great amount of time and effort into its self-assessment and uses a variety of information to reflect on its strengths and weaknesses. Evaluations from the local authority, questionnaires from parents, meetings with staff and the committee all contribute to the process. This shows that all those involved are valued, with meaningful actions being taken to consistently improve and provide a sustainable business. As a result, children feel secure as they are able to build long lasting relationships with a caring team of committed, well-trained and motivated staff.

Partnerships with parents are good. Staff take considerable time to gather the views of its parents, including those of any extended family members such as grandparents. Social events such as quiz nights extend the warm welcome they offer and provide relaxed occasions for parents to get to know staff and the play group. Events that include teddy bear picnics and Wimbledon cream teas provide parents with opportunities to become involved in their child's learning as they bring in additional resources. Opportunities are utilised and incorporated into everyday learning as those parents who have particular skill come into the play group and help children understand a variety of jobs which include a paramedic, a builder and a farmer. This connection to parents and the value the play group places on them compliments their inclusive approach.

Links with other settings which include schools and childminder's is well promoted. Children are supported as they learn many skills which prepare them for school. Local childminders that either collect or drop off children share detailed transition plans that identify children's current ability along with any needs that require further support. This attention to promoting children's continuity of care demonstrates the play groups understanding of how important relationships are and the impact they have on children's development.

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

Children are developing a range of skills that promote their awareness of areas such as how to lead a healthy lifestyle. Outdoor play offers children a wide range of skills which are further supported through a good range of clean and safe equipment. Children judge space and distance as they throw balls; wiggle their hips as they try to keep up the hoops and pedal their cars, showing care and concern for others as they weave in and out of their friends and staff. A varied diet is provided along with free access to fresh drinking water to encourage hydration. Children sing as they wipe their hands before snack, all knowing why this is so

important and beneficial to their health. Safety issues are seen as learning opportunities for staff as they allow children to take risks whilst supervising from a short distance. Rules that incorporate time, reasoning and negotiation are used effectively to promote positive approaches to managing behaviour. Children are very responsive to the consistent flow of compliments, praise and encouragement which builds their self-esteem and shows them how to respect each other.

A wide range of interesting and well-thought out activities are provided which cover all areas of learning. Children exhibit good levels of conversation which extends their play and encourages involvement. Staff are skilled at supporting children, using a variety of techniques to challenge their thinking. Investigation, exploration, problem solving and prediction are areas that stand out from others as staff have a good understanding of how to plan and then deliver activities in these areas. Children's use of phonics is skilfully incorporated into a fun and popular game that encourages children to make the links between letters and sounds or as they reinforce their learning through real life experiences. Natural resources link the outside to the inside as children, both at home and at the setting, collect a variety of leaves, twigs, shiny acorns and spiky conker shells. Children's development is extended further as they paint pictures which help them to transfer images onto print or as they become familiar with shape and form, identifying colours, size and patterns. Their ability to access resources freely contributes to their growing independence and provides staff with opportunities to maximise their learning as they follow their lead. Planned activities are injected into the daily routine and generally indicate the level at which children are developing. However, written records do not always include the information which has been used to determine these activities, nor is there any evaluation or starting points. As a result, it is not particularly clear when and where children have progressed or how the links are made to the planning.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----