

Breaston Pre-School Playgroup

Inspection report for early years provision

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Inspector K.A. Bryan

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Type of setting Childcare - Non-Domestic

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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 opened in 1967 and is run by a committee, it 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 to care for a maximum of 25 children, there are currently 53 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 11 members of staff, of whom eight hold appropriate early years qualifications to at least National Vocational Qualification Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by staff who know them well as individuals, consequently, they are happy and engaged and staff involve them in planning activities. Positive working relationships with parents and others involved in their care ensure children's needs are met consistently which makes them feel secure. Children make generally good progress in all areas of learning and quality resources support a wide range of activities. Most required policies and procedures are in place and are used well to underpin the management of the setting and to ensure children's safety. Self-evaluation is used effectively to reflect on the setting and to identify areas for development, this means children benefit from an improving service. All recommendations and actions from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to explore the local community and learn about their place in this
- improve systems so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their duties regarding child protection and all have attended safeguarding training. This means they are clear about reporting

procedures and a policy is in place which is shared with parents. Recruitment procedures are generally robust, although, staff associations are not routinely checked to maximise these procedures.

Staff have a good awareness of how to make the environment safe for children and risk assessments underpin practice. Children learn how to keep themselves safe as they practise fire drills and understand that a whistle means they must come back into the building immediately. A good range of measures are in place to further enhance safety, for example, children cannot access the kitchen and staff are vigilant about who is on the premises.

All staff have been involved in completing a self-evaluation document and the manager has used this effectively to set action plans in order to help the setting continually improve. For example, a re-designed book area has ensured children benefit from quiet time with staff. Staff are enthusiastic and committed to making the setting effective and a wide range of training has enabled them to meet individual children's needs well.

The setting works closely with other professionals involved in the care of children and parents to ensure they receive consistent care. Parents have access to a good range of operational policies and procedures which are contained in a 'Welcome Handbook'. They have also completed parental questionnaires and staff have responded positively to their suggestions, such as producing more regular progress reports. Parents are encouraged to be involved in children's learning by posting their achievements on an 'I Can' tree and this lets children know they are valued. Parents spoken with expressed positive comments about the group and their children's progress.

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

Staff have a good understanding of the Early Years Foundation Stage which means they can plan a wide range of activities so children learn through play. Each child has a 'Learning Journey' which shows their achievements and observations and assessments demonstrate they are making good progress in all areas of learning. Children are confident communicators and flash cards are used to help all children to settle and feel included in the group.

The group is well resourced and rooms are used effectively to provide children with opportunities for free-flow between them and the outdoor area. Children enjoy being outside and their imaginations are well promoted as they use plastic bricks, sand and pipes to construct in the building area. Children enjoy physical activities, such as parachute play, and balance, run and use ride-on toys as they develop their growing physical skills. Most resources are easily accessible at children's height and are labelled which also promotes word recognition. Children eagerly use mark making materials and like to write their names where they can, for example children using the computer write their name on a clipboard. They also use an egg timer to ensure they all have a turn which promotes effective cooperation and

helps them understand how groups can work together. A book area with cushions encourages children to look at books and young children really enjoy time there with staff. They choose a song they would like to sing and use puppets and finger props as they supply actions to the rhymes and this promotes their choice well. All children are involved in making a display of their homes and this has also supported their knowledge of shapes, for example, as they construct using squares and rectangles. Children have also used cardboard to model the houses which promotes their construction skills well and promotes their awareness of recycling.

Children are learning about the natural world well as they collect leaves and grow carrots which they eat at snack time. Consequently, they understand how the environment can sustain them and support healthy eating. Children have completed a topic of 'All about Me' which means they understand their place in the family, however, trips into the community are not regular which may limit their awareness of this.

Children behave well and can work alongside each other as they share resources, such as play dough as they make cakes for the adults. Staff routinely praise children for their achievements and they also receive stickers which lets them know their good behaviour has been acknowledged.

Children have a secure understanding of good hygiene procedures as they routinely wash their hands and understand why they do this. Children learn about healthy eating as they enjoy a variety of snacks and a 'Snack Bar' system encourages them to be aware of their own needs. Children show a good attitude to learning and persevere at tasks, for example, a child thought they could not spread butter on their bread but with encouragement from staff the child was able to do this. The child was delighted with the praise received for this which means their self-esteem is well promoted.

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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| 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

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| 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

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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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| 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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