

Naunton Park 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 - 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

Naunton Park Pre-School Playgroup has been registered since 1984 and is registered on the Early Years Register. They operate from a separate, self-contained building located within the grounds of Naunton Park Primary School, situated in the Leckhampton area of Cheltenham. This includes one main room, a kitchen, entrance area and associated facilities. The playgroup has sole use of an enclosed playground with a separate grass area. They also have use of the school hall, playground and playing field at set times. Children attend from the local and surrounding areas. The playgroup employs six staff to work directly with the children. All staff, including the play leader, hold recognised childcare qualifications to level 2 and 3.

The playgroup is open each weekday morning between 9am and 12pm and on a Monday, Tuesday, Wednesday and Thursday afternoon between 1pm and 3.30pm, during school term times. Children attend for a variety of sessions. There are currently 63 children on roll. The playgroup receives funding for the provision of free early education to children aged three and four. The playgroup supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning through wide ranging experiences inside and mostly outside. Overall, outcomes for children are good and arrangements for safeguarding are sound. Children's individual needs are well met through generally good partnerships between staff and parents and excellent links with other professionals and providers. Good use is made of a range of inclusive monitoring activities relating to provision and outcomes. Target setting is realistic and challenging, identifying key areas of weakness and successfully building on areas of strength.

What steps need to be taken to improve provision further?

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

- ensure each child is assigned a key person (Organisation) 30/11/2011
- obtain necessary information from parents including: emergency contact numbers and information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 30/11/2011

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

- extend further the planning of activities and resources available outside across all areas of learning

The effectiveness of leadership and management of the early years provision

The enthusiastic, caring and positive management and staff team provide a calm, well equipped and welcoming environment for children. Excellent free-flow opportunities indoors and out and easy access to resources, enhance children's choices and decision making. Risk assessments for the new premises are mostly complete. Staff are vigilant and safety aware ensuring play areas for children inside and outside are safe and supportive. Policies and procedures to support children's care are detailed, well written and well implemented. Most documentation and records to protect children's welfare is in place and well maintained. However, emergency contacts and information about who has legal contact with the child and who has parental responsibility for the child is not complete for all children attending. Sound knowledge of safeguarding issues and the procedures to follow with any child welfare concerns ensures prompt action is taken.

The deployment of staff and resources is effective in nurturing children's health and safety and facilitating their learning. Staff work well together as a team and channel their efforts to good effect to effectively and actively promote equality and diversity and inclusion. Celebrating cultural festivals and responding to children's interest in other forms of communication, such as sign language, is enhancing their understanding of diversity. Strong emphasis is given to sustainability. Recycling milk bottles; using household recyclable materials in their play; planting and growing fruits and vegetables; going on nature walks and developing plans for composting, is encouraging children to learn about and care for their environment. Information is shared regularly with professionals and outside agencies working with children and other settings that children attend. This is successfully closing identified achievement gaps and making a strong contribution to children's achievements. An informative parent pack, regular newsletters, notice board articles and displays keeps parents well informed and up-to-date about the main events taking place. Access to their children's learning journey during parent helper duty and occasional discussion provides them with satisfactory information on how well their children are achieving.

The management, committee and staff team show drive and commitment to developing further the quality of the playgroup. All staff readily contribute to the self-evaluation process, act on recommendations from the last inspection and make good use of other quality checks to secure improvements. For example, parent questionnaires are used well to seek parents' ideas and comments about particular aspects of practice, such as their children's learning journeys. This promotes inclusion and enables staff to successfully evaluate children's care and

education and identify strengths and most areas for development. As a result, those in charge demonstrate how they are raising children's achievements by detailing plans for children's outdoor learning and making improvements to the provision, such as risk assessment.

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

Children are confident and settle quickly. Good quality interaction and well organised routines, such as key group time on arrival, help them to feel safe and secure. Most children know what is expected of them and demonstrate clear understanding of how to stay safe. They learn how to keep themselves safe through termly practise of the escape plan and clear discussion and explanations about potential hazards during play. Children adopt healthy habits, such as good hygiene practices and develop independence in meeting their personal care needs. Clear, consistent explanations, healthy eating topics and daily opportunities to engage in a wide range of physical activities, is increasing children's awareness about what constitutes a healthy lifestyle. They benefit from healthy, nutritious snacks and easy access to drinking water throughout the session.

Pre-school children are happy, content and confident within the setting. They are each assigned a key person as required; however, this is yet to be implemented for the youngest children. Children's individual needs are well met as staff respond sensitively to their feelings, behaviour and ideas. Children take an active part in the playgroup. They help to devise the rules and boundaries for acceptable behaviour and readily contribute to planning their own play. For example, using the 'choosing' books in their key groups, children select activities and resources they would like to play with each session. Children are well behaved and make good use of sand timers to aid turn taking and sharing. This enables them to learn to manage their own behaviour independent of adult prompts. They show good levels of self-esteem, responding positively to frequent praise and encouragement. They build strong relationships with staff and play and work alongside their friends successfully. Skilful interaction and effective questioning when making apple crumble, encourages the children to take a full and active part in the activity. For example, helping to cut the apple and use their hands to rub the butter, flour and sugar for the topping.

Children make good progress in their learning and development. They are creative and actively explore their surroundings with curiosity and interest. For example, they decorate a box with leaves and use the climbing frame, card, tubes and crepe paper to create a tree house. Children experience a wide curriculum inside and a generally good range of activities outside. Observation and assessment is used well to track and monitor their progress and learning. Staff identify learning priorities for their key children and plan activities and appropriate experiences to help them build on what they already know and can do. For example, using photographs to support recognition of their names on arrival and progressing to name cards provides purposeful challenge. Excellent differentiation and extension is equipping children with the skills they need for future learning. For example, they count

reliably how many children are present in their key group. The older and more able children begin to recognise and name some numbers, selecting and placing the correct numeral cards in sequence under each child's name.

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	3
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	3

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	3
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	3

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