

Kinver Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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

Kinver Pre-school Playgroup opened in 1964 and re-registered in 1992. It is a registered charity managed by a voluntary committee made up of parents of children at the pre-school. It operates in a classroom situated in the main building of Edgcliffe High School in Kinver, Staffordshire. All children have supervised access to the school grounds.

A maximum of 16 children aged from two to under five years may attend the pre-school at any one time. There are currently 30 children on roll, all of whom are within the early years age range. Of these, 16 children receive funding for early education. It is open each weekday during school term times only from 9am to 11.50am and 12.30pm to 3.30pm. The pre-school is registered by Ofsted on the Early Years Register. It can support children for whom English is an additional language, and those with special educational needs and/or disabilities. Children come mainly from the local area and attend for a variety of sessions. There are strong links with Edgcliffe High School, Potter's Cross Pre-school, Foley Infants School, and Kinver Community Centre.

The pre-school employs six members of staff. Of these, three hold foundation degrees, two hold National Vocational Qualifications (NVQs) at level 2 and are currently working towards NVQs at level 3, and one is unqualified but is also working towards a NVQ at level 3. The pre-school receives support from the local authority early years team and belongs to the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Kinver Pre-school meets the needs of the early years children well and enables them to make good progress in their learning and development. The new leadership team have a clear vision for the future and their ambition is to provide high quality experiences for all their children, including those who may have particular needs. Children enjoy attending the pre-school because of the well planned and imaginative range of experiences provided for them by a strong team of practitioners who have developed an excellent partnership with parents. Self-evaluation systems are developing and there is a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- plan more effectively for children's free movement and well-spread activities so as to make the most of the space available
- develop the use of self-evaluation in order to identify those areas that need

further development.

The effectiveness of leadership and management of the early years provision

Children's welfare receives high priority and a safe and secure learning environment is provided. Safeguarding procedures are good as staff have all received child protection training and clearly understand their responsibilities. There is careful vetting of new appointees and Criminal Records Bureau (CRB) checks are carried out for all staff. Daily risk assessments are carried out to ensure the premises and equipment are safe and pose no risks to children. All electrical equipment is annually tested and certified safe for use.

A new leadership team took over the running of the pre-school a year and a half ago, and they have demonstrated clear vision for the future with the meeting of children's needs being right at the heart of their focus. They have pursued their own personal development and training to degree level in order to be better equipped for their leadership roles. This has increased their understanding of the Early Years Foundation Stage framework, and their confidence in putting it into practice. Training opportunities are provided for staff, including first aid and food hygiene courses. Leaders have been responsible for making important improvements to the provision for children through the careful planning of interesting topics that engage children of different ages and abilities. There is a good balance of adult-led activities, as well as opportunities for children to pursue their own interests and to make choices for themselves. Procedures for assessing how well children are progressing are now well developed so that staff can identify and plan what children need to learn next. Consequently, children make good progress across all areas of learning. The premises are well equipped with good quality resources, but space is limited when all children are inside together. There is also a very well equipped and secure outdoor play area. A more flexible approach to using the outdoor and indoor areas in order to improve use of space and to provide improved opportunities for learning have not yet been adopted. The leaders regularly review their practice informally and have now begun the formal process of self-evaluation to review their practices and have devoted considerable time to gathering all the information together. However, this information is not yet being used to identify areas that need further development that will bring about further improvement to the pre-school.

Partnerships with parents are a key strength and excellent relationships exist because of the way parents are kept informed and involved in their children's learning and development. Parents speak very highly of the staff. 'Although they are always very busy they have always got time to talk to parents' is typical of the comments they expressed. Parents' views are regularly sought, and newsletters keep them thoroughly informed about events. Parents in their professional capacity give their time to visiting the children, including the local vet and midwife, and give very interesting talks about their work which enthral the children. Very good procedures exist for sharing information in the 'All About Me' booklet, which includes information about the children's interests, likes, dislikes, favourite toys and places, enabling staff to settle those new to the setting and to find their

starting points. There are strong links with other local settings, including the local infants school, where there are good arrangements that prepare children well for the time when they are ready to transfer. The children make regular visits to the school and join in on special occasions, and the staff make several visits to the pre-school and get to know the children well. Effective links with external agencies enables support to be provided for children and families.

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

The pre-school offers a warm welcome to the children on their arrival and staff spend time talking to them about their news, celebrating their birthdays and talking about interesting toys. For example, a large plastic spider was brought in that provoked much discussion linking Halloween, and the opportunity to practice number skills by counting its legs. The room is well organised into different areas of learning with a good range of equipment and resources set out ready for children's arrival, and the walls show creative work that children have completed over time, alongside the current topic display on Harvest. Children show self-confidence on leaving the parents and are familiar with the routines, such as self-registration, where they recognise their own name cards and place them independently on the magnetic board. They quickly choose which activity they wish to follow and work well independently or by sharing an activity with others. Good levels of concentration are shown as well as the use of imagination, particularly in role play when children pretend to be fire fighters. The day begins with a short circle time when children welcome each other in song, and count the number of children present. Staff know their children well and cater specifically for their individual needs, including boys and girls, and children of different ages and abilities. There is good provision for children with special educational needs and/or disabilities, or for those who speak English as an additional language.

There is a good balance of opportunities for children to work independently or with an adult in a small group. Reading books are plentiful and popular with some of the children and they are keen to share their chosen book with the visitor and to talk about the pictures. Children are making good progress in shape recognition and shape matching and are confidently able to accurately recognise triangles, circles and squares, and can identify their colours too. Good pencil control is demonstrated as children draw pictures using wax crayons, making well controlled swirling patterns and tracing around different shapes. Construction kits are popular and children skilfully fit pieces together to build their own models. Adults engage well with children in their play and make skilful interventions to ascertain children's learning through careful questioning delivered in a conversational manner. Adults model specific vocabulary they want children to learn by using words like, 'same' or 'different' when comparing colour and texture of ingredients in the bread making group. The bread making allows children to experience the weighing of ingredients, and to explore the texture of the dough as they make models of mice. The children enjoy being active in the colourful outdoor play areas with its good range of resources for children to explore, climb and balance on, or play with

wheeled toys.

Children are well cared for and feel very secure in the pre-school because of the good and trusting relationships that exist with the caring and friendly staff. Individual needs are cared for and each child is known well to all staff as well as the key person who monitors their progress and development. Behaviour is good and children have learnt to be aware of their own safety and that of others in their work and play. They enjoy the activities provided for them because they are interesting and often fun. Snack time is used effectively as a time for social development where children learn to use 'please' and 'thank you ', and to enjoy sitting and eating together. Healthy lifestyles are promoted well, with the provision of fresh fruit, and daily opportunities to be active. Children follow good hygiene practices and know when to wash their hands. Children cooperate well in their play and all join in willingly at tidy up time and help to put equipment back in its place. Diversity is promoted well and children are involved in the celebration of a range of different cultural festivals, such as Chinese New Year and Rosh Hashanah, where they learn about cultural and religious traditions and experience food tasting. Good links with the local community mean the children have a variety of interesting visitors, including the community support officer who makes children aware of basic road safety issues and stranger danger. The good progress children make in all areas prepares them well for entry to school.

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	1

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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