

Crich Pre-School

Inspection report for early years provision

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Inspector	Laura Hoyland
Setting address	Glebe Field Close, Crich, Matlock, Derbyshire, DE4 5EU
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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

Crich Pre-School Playgroup was registered in 1992. It operates from a community centre in the village of Crich, Derbyshire. The pre-school playgroup operates from a designated parish room with access to kitchen and toilet facilities. The pre-school playgroup serves the local area and surrounding villages.

The setting opens five days a week term time only. Sessions are from 9.15am until 4.15pm Mondays and 9.15am until 12.15pm Tuesday to Friday. The provision is registered for 19 children and there are currently 35 children on roll. The provision is registered on the Early Years Register.

The setting employs five full-time staff who work with the children. All of the staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met which enables children to progress well in all six areas of learning. Staff are aware of their strengths and areas of weakness, they set realistic targets to drive continuous improvement and are striving to develop effective systems to ensure all children have access to a variety of learning environments. The setting provides a safe and secure environment for all children and staff understand the importance of having robust policies and procedures in place. The setting has formed extremely strong links with parents, carers and other providers.

What steps need to be taken to improve provision further?

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

- continue to make arrangements for daily opportunities for outdoor play in an appropriate nearby location.

The effectiveness of leadership and management of the early years provision

All staff have comprehensive knowledge on safeguarding issues and a high level of commitment to promoting children's safety. For example, all staff have attended safeguarding training and are aware of the procedures to follow and who to contact in the event of a safeguarding issue. All staff have enhanced background checks and are suitable to work with children. This means that children are safe and secure while in the setting. The setting has detailed risk assessments ensuring that all areas in the setting and outside are safe for the children to access. This

means that children can move around the setting safely and freely. Risk assessments for outings are comprehensively conducted which means that children are consistently safe when off the setting's premises.

Staff are very knowledgeable about the Early Years Foundation Stage and use this to support children's learning. Planning reflects children's individual learning and developmental needs and ensures that all children reach their full potential. The environment is well organised and accessible to all children. The staff use resources accessed in the local community to promote children's development. For example, children walk around the building collecting natural objects while staff discuss autumn and the sounds they can hear in the village. Children access a wide range of learning opportunities and activities that support their learning and development in all six areas of learning.

Staff are aware of the setting's strengths and areas of weaknesses. They are able to prioritise aspects of the provision to ensure that there is continuous improvement. For example, staff are continually striving to ensure that children have daily opportunities to learn outdoors. The setting has addressed previous recommendations promptly and effectively. For example, staff promote hand washing with all children and this enables children to develop an understanding of good hygiene practices.

Staff have formed highly positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis and at weekly drop in sessions. Information is shared through children's development records, feedback books and verbal communication. Parents are invited into the setting in their 'fly on the wall' sessions where parents can observe their child in the learning environment. This enables parents to be a part of the setting and understand the provision that is offered to children on a daily basis. Information is also shared meticulously with other providers. For example, staff have created transition books to communicate with other settings that children attend, they use this information to ensure planning meets each child's individual needs and keeps them motivated and excited to learn. The transition book promotes a two-way communication and means that parents, carers and other practitioners are fully involved in children's learning and development and each child is fully supported in working towards the Early Learning Goals.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff have created individual learning plans for children with additional needs and/or disabilities with their parents to ensure all individual children's needs are met. Staff have good knowledge of each child's background and needs and discuss these with parents to ensure continuity of care which means children's welfare requirements are well met.

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

Children are settled and eager to explore learning opportunities and their surroundings. They do this independently by self-selecting resources and asking to take part in activities. For example, children sit in a group to play with dinosaurs and stones. They discuss the types of dinosaurs including diplodocus and T-Rex with their peers and staff. This shows that children are developing their confidence and self-esteem. Children can freely access a wide range of resources and know that they can ask staff for additional resources if they wish. Children enjoy their time in the setting and are also very eager to explore outdoors. Children line up and hold a safety rope when they access the village environment. This shows that they are starting to understand how to keep themselves safe. This ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before snacks and after toileting. Children understand the importance of good hygiene and have created hand washing posters. Children enjoy snacks provided by the staff who ensure that children's preferences are incorporated following discussions with parents and children. Staff ensure that snacks are balanced and nutritious. Children exercise regularly by dancing and playing ball games to develop their large muscles. This allows children to engage in physical activities and develop skills in using their bodies.

The staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engage in role-playing cooking meals, they take turns to stir pots and pans with kitchen utensils. Children talk about the packets they have emptied into the pans and that crushing the ingredients will make the pieces smaller. Children readily access art materials and make collage pictures using glittery shapes and scissors, which they use to cut the paper. This allows children to develop their creativity and develops their skills in using small muscle movements. The staff plan children's next steps, ensuring that children develop new skills and are motivated to learn. This means children progress well in all six areas of the Early Years Foundation Stage.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise the children and give clear explanations of boundaries. Children work cooperatively with peers which shows that they are developing respect for others. Children also learn about other cultures and beliefs, this is because the staff provide a variety of resources which represent other cultures and beliefs including a selection of books, dolls, jigsaws. Children have made displays about the world they live in with photographs and drawings of other cultures.

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	1
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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