

The Pelican at the Methodist

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*.

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.

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Description of the setting

The Pelican at the Methodist Playgroup registered in 2007. It is privately run and is one of three privately-owned settings. It operates from the Methodist Church Hall in Earl Shilton in Leicestershire. Children have access to an enclosed outdoor play area. The setting serves children from the local area.

The setting is open Monday to Friday during the school term. Sessions are from 9.15am until 12.15pm on Monday and Wednesday and from 9.15am until 3.15pm Tuesday, Thursday and Friday. Children attend for a variety of sessions. A maximum of 24 children aged between two and five years may attend at any one time. Currently there are 40 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are six members of staff who work with the children. Of these, two hold a National Vocational Qualification (NVQ) at level five and are working towards Early Years Professional Status. Five members of staff hold a NVQ at level three and one member of staff holds a NVQ at level two and is working towards NVQ level three. 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 make good progress in this well-organised setting. A good range of resources and well-qualified staff promotes children's learning and development. There are successful relationships in place with parents that are implemented through discussions and parents' access to documentation. Partnerships that support children as they transfer to school are effective. The system that measures the effectiveness of the setting works well and is pivotal as the setting has achieved good progress since the last inspection. Together with a reflective and analytical approach the setting demonstrates that there is good capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices.

The effectiveness of leadership and management of the early years provision

Child safeguarding arrangements are effective as staff have a good understanding of local child protection procedures. All staff have attended child protection training and advise parents of their legal responsibilities through policies and discussions. Staff suitability is ensured through regular appraisals and the robust vetting and recruitment procedures. Their continuing suitability is promoted through access to local training opportunities and being encouraged to further their professional qualifications. The staff team support one another and contribute towards the overall development of their setting through their commitment and knowledge. The risk assessments are effective and documented. These minimise risks and take into account children's outings. Staff monitor children's safety throughout the sessions by encouraging safer play and allowing children to determine their own capabilities promoting their feelings of safety. The system that measures the effectiveness of the setting is reflective and includes the opinions of staff, children and their parents. This drives forward continuous improvements promoting positive outcomes for the children that attend.

Partnerships with additional agencies are strong. The setting works well with local schools and knows where to access support if this is needed. Inclusive practice is mostly effective; however, strategies that support children who speak English as an additional language are not wholly effective. Partnership with parents is effective. Discussions regarding settling in procedures are sensitively managed so that their individual needs are met. Parents have access to their child's learning records and are able to contribute towards these if they wish. There are frequent discussions regarding their child's progress promoting their continuity of care. Children take a diary home with them and the settings' teddy bear and include the toy in their home based activities promoting effective links. Resources are well-chosen and carefully organised by staff before the session commences. These allow an effective range of both child-led and adult led activities. The outdoor area is available during the session enabling children to experience greater play experiences.

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

Children are cared for by considerate and dedicated staff. Documented learning journeys are individual to each child and follow their progress using tracking systems and evaluative summaries. These plan for children's further steps, monitor any gaps in their development and are shared with parents. Children's communication skills are further promoted as they share their play experiences with other children as they form friendships. They enjoy devising imagined play experiences dressing themselves with play clothes and using a range of hats and shoes. Their independence is encouraged as they serve themselves at snack time and sit with their friends chatting about their activities. Healthy eating is encouraged as children enjoy fresh and dried fruit and milk or water at snack time. Fresh fruit and vegetables are grown in the garden during the summer months so

that children become aware of where of where their food comes from. They then harvest these and enjoy them at snack time. There is ready access to drinking water ensuring children are refreshed. Activities that encourage children to protect them selves against illness an infection are embedded in the settings routines and further promote children's independence. There are positive challenges that develop children's physical skills. They climb up the slide and use wheeled toys when outdoors. They explore their creativity using chalks and pens as they are inspired by their memories of fireworks working together as they form colourful swirls and shapes.

Number is used as children develop their play ideas and to make sense of the world. They learn about the passing of time as they remember the days of the week and months of the year. They use number sequences and learn to work together as they include others in a game of hide and seek. They become confident in solving problems using large soft play equipment working together as they build a tall tower and include this as part of a superhero game.

Communication skills are well-promoted as children chat confidently to each other and include each other in their play. They sit attentively during group circle-time where they discuss the play activities that are available. Group story time encourages children's appreciation of books. They have ready access to wide range of books in the comfortable reading area. Staff support children's activities throughout their learning, working closely with them and making sure they enhance both child-led and adult-led activities. Children's transitions are well-supported as they move into mainstream school. Staff use a range of introductory visits to the child's school and liaise very well with teaching staff. This promotes children's confidence and their feelings of safety.

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
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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