

Singleton Playschool

Inspection report for early years provision

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Inspection date	08/11/2011
Inspector	Kerry Iden
Setting address	Singleton School, Singleton, Chichester, West Sussex, PO18 0HP
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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

Singleton Playschool opened in 1996. It operates from a classroom in Singleton Primary School in Singleton, which is a village near Chichester in West Sussex. Children have access to the outdoor play areas within the school grounds. The playschool is committee run, has a close liaison with the primary school and serves the local rural community.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children between two years and the end of the early years age group may attend the setting at any one time. There are currently six children on roll; the setting receives funding for nursery education. The provision welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens Monday to Friday during school term times. Sessions are from 9am until 12 noon. Three members of staff are employed to work with the children, all of whom have suitable qualifications. The group receives support from the local authority and teaching staff from the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the group where there is a family feel and children show kindness and consideration to others. Staff also show their contentedness in their work with children and demonstrate a good awareness of each child as an individual. Children are making good progress and the strong partnerships with parents enable the staff to support parents to extend their children's learning. Leaders have an accurate understanding of areas for improvement including some areas of training; however the staff team have positively focused on prioritising improvements within the setting which will have the greatest impact on the children.

What steps need to be taken to improve provision further?

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

- ensure the designated person for safeguarding children attends a relevant child protection training course (Safeguarding and promoting children's welfare)

27/01/2012

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

- develop systems of staff appraisals to identify the training needs of individual staff members.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have a secure understanding of child protection procedures. Some staff have undertaken child protection training however, due to a recent change in the leadership team, the newly appointed designated person has yet to complete the appropriate training for this role. Risk assessments and daily checks are completed enabling children to play in a safe and secure setting where staff support children in assessing risks for themselves. Well organised systems of documentation support the setting's safeguarding commitment as they record all accidents and medication and clear systems demonstrate that staff have undergone suitable clearances to work with children.

The leader and staff work well as a team. They are reflective in their work and analyse each session to effectively plan ahead. The leader shows passion and offers a good role-model to staff members. Since taking over the leadership role at the start of term the leader has identified action plans with the support of the staff team and outside agencies. These have been prioritised well, demonstrating they can continue to drive improvement across all aspects of the setting. Some training has been identified for further development such as the role of the Special Educational Needs Coordinator, whilst others have updated their qualifications in first aid. However the setting has not yet established an appraisal system to assess the training needs and development of all individuals and the group. The staff also evaluate the resources and how the children use them in order to plan for future events. Shared resources with the schools' reception class bring exciting and changeable equipment to the children. They are becoming aware of looking after their environment. For example, they know that turning off the lights when they go outside will save energy. Additional resources within storage units allow children to make further choices about their play. All resources are good quality and fit for purpose, the environment is therefore conducive to learning.

Resources also extend children's understanding of others. For example, they become introduced into different languages through staff's knowledge and taped stories. Additional equipment is introduced to develop individuals who are achieving at a higher level to keep them stimulated and challenged. The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. The setting is keen to promote friendly, informal relationships with all groups of parents who report on the success of previous children in the group or how new children have settled very quickly. Systems are in place to ensure all parents are informed of general information in a timely manner. Through the sharing of children's learning journals, parents are kept fully informed with tailored information about their child's development. Partnerships are successfully being extended including very good links with the

school in which they are based to support children's transition to school

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

Children enter the setting confidently and independently remove outdoor clothing before saying goodbye to parents and making their choices about their play. Throughout the morning the children move about the setting with direction and purpose. They become involved in a mixture of child initiated play which staff extend, as well as some organised routine activities which they can choose to join. Children demonstrate a great awareness of each other as they form a family group. They confidently know all children and staff's names and discuss other family members for example as older siblings who attend the school walk past the window at playtime. They demonstrate kindness and consideration to each other and on several occasions children were seen doing things for others without adult prompts. Through the newly implemented systems for planning, staff are now more focused on planning for individual children and using their interests to extend their learning. Observations of the children are included with the development records, these support staff's identification of next steps which are shared with all staff members and parents to enable everyone to support children's progress.

Children show they feel comfortable with the staff in the setting. Most demonstrate high levels of confidence and can readily ask for help. For example, as a couple of children choose to bath their baby's. They are encouraged to assess risk for themselves. Such as before heading outside they discuss the weather conditions and children talk about the areas they can use and how some equipment may be slippery as it is wet. Children also understand the importance of the good hygiene practices employed. They all know to wash hands and independently do so when snacks are made available. Snack time is a sociable occasion, children are encouraged to become independent and support in each other in learning new skills such as cutting soft fruits. Staff use the opportunity to discuss with children places where their fruit comes from and children know that any left over fruit is added to the compost. Children engage in a wide range of physical activities using many different parts of the grounds for different types of play, this is sometimes extended to short outings into the community. Shared under-cover areas with reception class and all weather suits enable the children to use outdoor areas for part of every session.

Children are becoming well equipped with the skills they will require to secure future learning. Their understanding of mathematical concepts is promoted through a variety of play. Shapes and numbers are part of a common theme through all activities with additional activities such as identification of numbers matching coloured blocks being used to extend children a little further. Staff introduce new concepts such as measuring weight as they introduce children to borrowed resources such as the scales and promote children's awareness of distance as they use the ride on cars outside and manoeuvre around cones. Children discuss the sounds that different letters make as they make attempts at writing their own names on their work. All children, even those who are shy, are

becoming confident communicators with familiar staff. All children play and work alongside each other well and some are developing good friendships. Through systems such as the special helper and the displayed picture of the week children feel they are valued and make a positive contribution to the group.

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

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

Met