

Etwall Pre-School CIC

Inspection report for early years provision

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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

Etwall Pre-School opened in 2000. It operates from the Community Hall in Etwall, Derbyshire. The playgroup serves Etwall and other local villages. The playgroup is open during term time only on Mondays to Fridays from 9.15am until 12.15pm and from 12.15pm until 2.45pm, on Thursdays.

The playgroup is registered on the Early Years Register. The group is registered to care for 26 children aged from two years to under five years. There are currently 24 children on roll, this includes 17 funded children whom attend a variety of sessions. The playgroup currently supports children with special educational needs and/or disabilities.

The playgroup employs eight members of staff. Of these, seven hold appropriate early years qualifications. The manager holds an Early Years Professional Status. The playgroup receives support from Derbyshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this welcoming and inclusive setting. The vibrant and stimulating environment is easily accessible by the children. Strong working relationships with parents and other professionals ensure children are given the help they need. Staff are aware of children's interests and capabilities and planning mostly shows children's learning priorities. There are good procedures to keep children safe, but some risk assessments are incomplete. The setting has a very good capacity to improve because staff reflect on their practice.

What steps need to be taken to improve provision further?

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

- develop the existing risk assessment to include anything with which a child may come into contact; for example, children playing with water
- ensure that the planning systems use the children's observations and assessments to clearly show their learning priorities.

The effectiveness of leadership and management of the early years provision

The manager and staff work very well together to provide a warm, inclusive and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns.

Effective vetting and induction systems are in place to ensure all staff working with children are suitable to do so. The playgroup has good systems in place to promote children's safety, for example, the fitting of safety equipment including socket covers, and daily checks ensure that all areas of the setting are safe for use. The environment, both indoors and outside, is subject to risk assessments. However, the risk assessments do not yet cover all things that a child may come into contact with, therefore, compromising on children's overall safety. For example when children are playing in the water. Regular fire drills are practised so that children learn how to keep themselves safe in an emergency. Accident and incident procedures are well managed, ensuring children's safe care at all times. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. The manager has recently completed the Ofsted self-monitoring form and has put in place an action plan for improvements to the playgroup. One of these improvements was to further improve the partnership with parents. The management continually strives to ensure that the setting provides an inclusive service, where all children and parents are welcome. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Parents are provided with good quality information about the early years provision. Useful information is obtained from parents on entry to the playgroup, for example through the 'All about me sheets', and this is effectively used by key workers to provide care and learning that meets children's individual needs. Good and effective systems are in place to include parents in children's learning and development, such as through their children's learning journey records. Daily discussions with key workers successfully promote continuity of care. Links are established with other services and professionals. Staff liaise very closely with the local authority early years mentor service and local schools to effectively support children to ease their transition to school.

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

Generally good quality planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. Children are mostly progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. For example, the children talk to staff about the banana cake they are going to make, that they like bananas and buy them at the shops. Children had a wonderful time as they created music and enthusiastically made different sounds and noises together. They are skilful active learners and use their imaginations very well; they different characters and dance around the hall to popular songs.

Children regularly make choices about their play, and staff ensure that the

environment is stimulating and attractive to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. Furniture and resources are well organised to help create an accessible environment. Staff interact with children very positively. They give them time and encouragement to investigate their creativity. For example, they explore paint to create sponge printing and pretend to wrap Christmas presents while playing. There is a good balance between adult-led activities and free play. Staff are continually developing their knowledge and understanding of the Early Years Foundation Stage and revising their systems to observe and plan for children's learning, to ensure they meet the children's individual needs. Planning is flexible, clear and covers all areas of learning in the curriculum as staff plan around children's interests. However, it does not identify how activities are adapted for individual learning priorities. As a consequence some children may not reach their full learning potential. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They enjoy stories and celebrate festivals to find out about different countries. For example, they learn about the Diwali festival and enjoy making art and craft activities about light.

Opportunities for children to learn about a healthy lifestyle are very good. Through discussions, topics and social interaction with staff during snack times, children develop a secure understanding of the importance of being healthy. Children's healthy lifestyle is fostered effectively through daily access to the outdoor play area, where they enjoy physical activities and run around in the fresh air. Children are independent and know to wash their hands before eating and after visiting the toilet. The playgroup has good procedures in place to prevent cross-infection and, therefore, is protecting the children well. Children learn about safety through routines, discussions and purposeful activities, such as learning about the dangers of bonfire night and road safety.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. For example, they enjoy participating in repeating nursery rhymes and songs, such as 'Robots come to Christmas Lunch'. They enjoy books, accessing them independently, listening to and joining in stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, they discuss and recognise their names and then independently use them at snack time with confidence. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting through a range of interesting games, songs and everyday activities. They learn how to estimate and weigh as they participate in cooking activities. This helps their early mathematical skills. Children know about the uses of everyday technology and most children learn how to operate wind-up toys and computer equipment. These opportunities help to successfully develop children's future skills. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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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