

Church Gresley Playgroup

Inspection report for early years provision

Unique reference number	206743
Inspection date	18/10/2011
Inspector	Debra Davey
Setting address	Scouts Hut, Park Road, Church Gresley, Swadlincote, Derbyshire, DE11 9QE
Telephone number	01283 212739
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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

Church Gresley pre-school opened in 1970. It operates from a scout hut in the village of Church Gresley, Derbyshire. The pre-school serves the local and wider community. It is accessible to all children and there is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday in term time only. Sessions are from 8.30am to 11.30am and 12 noon until 3pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time, all of whom may in the early years age range. There are currently 80 children attending who are within the early years age range. The pre-school provides funded early education to three- and four-year-olds. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs nine members of childcare staff all of whom hold appropriate childcare qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The care of the children in the setting is promoted by friendly and welcoming staff. Children are making satisfactory progress in their learning. The setting has a comprehensive set of policies; however, they are not fully understood by all in particular the safeguarding policy. The systems to evaluate practice are ongoing but do not always accurately identify the settings strengths and weaknesses. In general, the environment offers an inclusive service for all children and their parents. Children enjoy their time at the pre-school and benefit from good partnerships with parents and other agencies.

What steps need to be taken to improve provision further?

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

- ensure all staff understand the safeguarding policy and procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare).
- 08/01/2012

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

- improve the risk assessment to the outdoor area with particular reference to the temporary fencing
- ensure there is a named practitioner responsible for behaviour management issues.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of the possible signs of child abuse. They are familiar with the procedures to follow if they have concerns about a child in their care. However, children are not fully safeguarded because students do not have prompt initial induction in safeguarding procedures. Additionally, most staff are not aware of the procedures to follow in the event of an allegation of abuse against a member of staff. All staff are suitably qualified. This is a breach of the welfare requirements. Risk assessments are undertaken both inside and outside the provision to minimise hazards. However, there is no formal risk assessment for temporary fencing used by the setting in the outdoor area at the front of the building to separate the area from a car park.

Most children develop a sense of belonging and behave in ways that are safe for themselves and others. Some staff draw children's attention to any possible dangers in the setting and in their everyday life, such as running across the room or using utensils safely at snack time. The setting does not have a named behaviour management officer, therefore, the staff approaches to supporting children's behaviour, consequently, children's knowledge of how to behave safely is inconsistent.

The management engages in formal self-evaluation which includes staff, parents and carers. Strengths and weaknesses of the setting are not always clearly identified. Parents are regularly consulted through feedback letters to identify needs. Staff have regular appraisals to identify specific training needs which are met through local authority training to update knowledge on both statutory and learning and development matters. This enhances the quality of care that is provided.

Staff establish positive relationships with parents and carers and recognise their contribution as partners in their children's care and development. Parents are able to speak with staff on a daily basis and are happy with the communication and information they receive about their children's next steps and achievements. The setting has effective relationships with other partners, for example, local schools, external support agencies such as speech and language therapists and it welcomes the advice and support of the local authority early years team.

The policies and procedures of the setting are inclusive for those children who attend. The planning process ensures that individual children's learning and development needs are met. Children are helped to understand the differences in the society in which they live by accessing a variety of resources and activities which reflect cultures other than their own. They have access to dressing up

costumes from India and the Caribbean, multi-cultural dolls and books and children are looking forward to making Diwali lamps.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning. A suitable range of activities is planned which is varied and fun. Observation and assessment of children identifies their next steps towards the early learning goals. There is sufficient challenge to make steady progress across all six areas of learning and development.

Children generally extend their communication skills through routine activities, such as singing nursery rhymes, listening to stories and making marks using pencils and crayons. They develop their vocabulary through talking to peers and familiar adults. The book area is made inviting, to encourage the children to help themselves to books and read stories with staff or peers. Children are given opportunities to paint and books in which to draw. Sufficient opportunities are provided to learn about shape, colour and size, as they sort toys into groups or make towers with large and small blocks. As well as counting objects and toys during play, some number games help children to develop their numeracy skills. They are active learners, creative, therefore, they develop skills to think critically. They are happy to work independently or with each other.

A variety of themed activities is planned to supplement children's learning and knowledge of the environment. This includes walking to the local recycling point to deposit their plastics, visits from the local fire service and police who bring in their vehicles for the children to explore. Children have access to a computer and printer and use the mouse to navigate around the screen playing a development game. They enjoy promoting their skills for the future by using calculators, cameras and telephones. Children use their imagination as they play with large vehicles on the floor. They make the sound of diggers as they push them together and pretend to scoop up sand, sharing their knowledge of the wider world with both adults and peers. They jump around excitedly as they sing 'Hop little rabbit' and are careful as they lie next to each other when singing 'Dingle dangle scarecrow'.

Textures and sensory experiences are provided, including play dough and paint thereby supporting children's creative talents. Children enjoy chattering to their friends during snack time as they eat toast and drink milk. The children bring in their own water bottles from home to access throughout the session to ensure that they remain hydrated. Children have good opportunities to take responsibility in the setting. They are chosen as helpers and encouraged to tidy up at the end of play. They are praised by staff regularly for their achievements and are given stars in recognition of this to share with their parents and carers at home. Children are beginning to develop good habits appropriate to good learners.

Children wear jumpers and shirts with the pre-school logo on which are identical to those worn by staff and have book bags in which to take their work home to share with parents and carers. This gives children a strong sense of belonging within the

pre-school community and promotes their self-esteem. Children's physical skills develop effectively through a range of resources and challenges in the outdoor play area.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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