

Thringstone Community Centre Pre-School Playgroup

Inspection report for early years provision

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Inspector	Karen Cooper
Setting address	The Green, Thringstone, COALVILLE, Leicestershire, LE67 8NR
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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

Thringstone Pre-School opened in 1993 and operates from Thringstone Community Centre. The setting is situated in the village of Thringstone near Coalville in Leicestershire. Children have use of two playrooms and there is a fully enclosed outdoor area available for play. The setting serves the local and surrounding areas.

The setting is open each weekday from 9.30am to 12.30pm, term time only. A maximum of 26 children may attend the setting at any one time. Currently there are 21 children, all of whom are in the early years age group. The setting is registered on the Early Years Register and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff who work with the children, of whom five hold a National Vocational Qualification (NVQ) at Level 3, one member of staff holds a Higher National Diploma at Level 5 and one member of staff is working towards a NVQ at Level 3. 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 are happy, settled and have formed positive relationships with the staff. Effective use is made of space and resources to provide a positive environment for children to play and learn. Policy and procedural documentation is clear, comprehensive and generally effective to support the running of the setting and the promotion of children's health, safety, welfare and enjoyment. The staff work in close partnership with parents and other professionals to ensure that children's care and learning needs are met effectively. The staff demonstrate a strong capacity towards continuous improvement and strategies for monitoring and evaluating the setting to help identify areas for continuous improvement are effective.

What steps need to be taken to improve provision further?

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

- ensure the daily record of children looked after includes their hours of attendance (Documentation). 01/12/2011

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

- develop further the systems to maintain records, policies and procedures, this specifically refers to information about who has legal parental responsibility

for each child.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are effectively protected as staff have a good understanding of how to protect children and recognise that this is their first priority. A detailed safeguarding policy is in place and staff have a robust understanding of their responsibilities and procedures to follow should they have a concern about a child in their care. Robust vetting and recruitment procedures ensure children are cared for by suitable adults. There is a high ratio of staff to children present and the staff are effectively deployed, ensuring children are always well-supervised. Staff group children effectively with key workers in small groups. This promotes consistency and the small groups enable staff to build effective relationships and to get to know individual children well. The staff are committed to inclusion and work closely with parents and liaise with other professionals to ensure children's individual needs are well-met. Children are cared for in a secure environment and written risk assessments have been implemented to cover the whole of the premises, including any outings undertaken with the children. Staff are vigilant in the supervision of children and the security arrangements for the arrival and departure of children are well-managed. However, the children's times of arrival and departure are not recorded on the attendance register to ensure their safety is fully protected. Children are never left unsupervised with people who have not been vetted or released to unauthorised adults.

The indoor and outdoor space is effectively organised, creating a welcoming, stimulating and child-friendly environment which allows children to make independent choices about their play. Toys and resources are plentiful, age-appropriate and provide challenge, therefore, children develop their skills, are stimulated and interested in what is available. The staff work well as a team and are committed to improving outcomes for children. They are dedicated to improvement and professional development and embrace training opportunities to update their skills and knowledge. The staff are able to identify the settings' strengths, areas for improvement and the overall quality of the service provided. They make good use of their evaluations to develop the provision. The recommendations from the previous inspection has been fully met and implemented.

The staff have formed good partnerships between parents and carers. Parents are fully included in their child's care and learning and many systems are in place to involve them in the day-to-day life of the setting. For example, parents receive a copy of the settings prospectus, complete questionnaires, have access to policies and procedures and are invited to informal meetings and special events. Each day staff talk to parents about what their child has been doing and suggest ways that they may extend and continue this at home. For example, helping to collect twigs for their children to build houses for the 'Three Little Pigs' and conkers for the outdoor nature reserve. Parents contribute to their child's profile and complete an 'All about me' document which is shared with staff during settling in time. This

helps to ensure that children feel secure and confident to be left with their carers. Positive links are formed with the local schools and other early years settings that some of the children also attend to ensure continuity of care and progression for the children. Staff skillfully and effectively support and promote children's acceptance of equality and diversity by ensuring the uniqueness of each individual is valued and all children are fully included in all activities. Children have access to a range of resources that reflect diversity and acknowledge cultural differences. Documentation is well-organised and regularly reviewed. However, information with regards to who has legal parental responsibility has not been obtained from all parents to ensure children's welfare is fully protected.

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

Children are eager to attend this welcoming and stimulating setting where they make good progress in their learning development. The staff focus on children's enjoyment and achievement through an effective balance of adult and child-led activities. This results in children becoming active learners. Planning which covers all areas of learning is in place and the staff carry out observations, recording what they see as the children play. The information gained from these observations is used effectively to plan the next steps in children's developmental progress. Children are valued and the staff help them to feel good about themselves by frequently providing positive support, praise and encouragement, whilst managing their behaviour well; this helps build children's self-esteem.

Children are keen to join in the activities and encouraged to try out new skills. For example, they enjoy building houses using small and large boxes and constructing walls with large inter-connecting blocks. The staff plan these activities well and use them effectively as opportunities to help children learn. For example, they combine the experience with learning about simple problem solving and discovering the world around them. Children are provided with plenty of opportunities to develop their early writing skills. They write out orders for the building materials and food ordered at the canteen. They are provided with good opportunities to use chalks to make marks on black boards both indoors and outdoors and enjoy free painting. Children become engrossed as they sit and listen with interest to familiar stories and eagerly join in singing familiar nursery rhymes. Children have good opportunities to develop their understanding of how things work through the use of a laptop and other electronic and programmable resources. They are helped to consider and value each other's differences through a range of toys, resources and planned topics. Their knowledge of the world around them is further extended as they are made aware of how things grow. For example, they have planted various vegetables, including cabbages, carrots and peas and watched them as they grow. Children are creative and play imaginatively. They dress up in fluorescent jackets and hard hats which help to raise their awareness of how to keep themselves and others safe. Children learn about the importance of fresh air and physical exercise because good attention is given to their physical development. Children enjoy being outside and confidently explore in a safe, supervised environment. They happily sweep up the dried up leaves and great fun is had running through piles of

them. Children use climbing equipment with confidence and enjoy joining in hoop races, competing against staff. All of these experiences help children to develop important skills for their future and help prepare them for the transition to school.

Children follow the rules that are in place to keep them safe. They know not to run indoors, to share and to be kind to each other. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and learn how to cross the road safely when on outings. Children follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children learn about the importance of eating healthy foods through daily discussions and the variety of nutritious snacks provided. Snack times are relaxed social occasions where children and staff sit together around the table to enjoy their food and each other's company. The staff are fully aware of each child's individual dietary needs and ensure that these are met.

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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