

# Blackfordby Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 226195  
**Inspection date** 18/11/2011  
**Inspector** Janice Hughes

**Setting address** Village Hall, Sandtop Lane, Blackfordby, Swadlincote,  
Derbyshire, DE11 8AL

**Telephone number** 07722127793

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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

Blackfordby Pre-School and Playgroup opened in 1981. The playgroup operates from Blackfordby Village Hall and serves the local community and surrounding villages. The accommodation consists of one large hall with associated toilet and kitchen facilities. There is no outdoor play area. The playgroup opens Mondays to Fridays from 9.15am to 12.15pm during school term times only.

The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 35 children aged from two and a half to under four years on roll, of whom, 21 are funded children.

The playgroup employs six members of staff, of these, four hold appropriate early years qualifications. The setting receives support from Leicestershire County Council and are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for in this welcoming and inclusive setting. A vibrant and stimulating environment covering most areas of learning is mainly created, there is however, a lack of informationb communication technology resources. Staff do not effectively identify children's learning intentions and do not plan for children's individual learning in the activities they provide. There are sound procedures to keep children safe but on the day of the inspection there were no records of some of the staff's criminal record check and some pre-school documentation was not available to be examined. Strong working relationships with parents and other professionals ensure children are given the help they need. The setting has a suitable capacity to improve as staff reflect on their practice.

## What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child (Assessment arrangements) 23/12/2011
- ensure records are easily accessible and available for inspection by Ofsted.(Documentation) 23/12/2011

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

- develop the children's opportunities to find out about and learn how to use appropriate information technology, such as computers and programmable

toys that support their learning.

## **The effectiveness of leadership and management of the early years provision**

The staff help to protect children from harm and neglect as they have an appropriate knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Vetting and induction systems are in place to ensure all staff working with children are suitable to do so, these include, criminal record checks. However, on the day of the inspection not all of the staff's criminal records checks were available to be examined, meaning the staff were compromising the children's safety. Suitable procedures are in place for the arrival and collection of children and suitable measures are taken to ensure the premises are secure. Risk assessments are carried out for all areas used by children and any outings they undertake. Staff take steps to promote children's health and well being. Good procedures are in place to ensure the premises and equipment is kept clean to minimise cross infection. Staff hold relevant first aid certificates ensuring that if a child has an accident they are treated immediately and appropriately.

Systems to identify areas for improvement are effective and purposeful. For example, the setting has recently identified the need for an outside area and this improvement has started to be put in place with the purchase of a new security shed. This new outside area will enhance children's learning and development. The supervisor strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Generally there is a broad range of resources that are organised to ensure that children can access them without help or with minimal assistance to aid their independence. For example, the staff set up the hall and provide toys and resources for each area of learning that the children can choose for themselves. However, there are limited resources to promote information communication technology. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. Records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines, however, on the day of the inspection there were records missing from the premises and permission for this had not been granted by Ofsted, meaning the running of the playgroup is not fully effective on the day of the inspection. Accident and incident procedures are well managed, ensuring children's safety. Children's good health and well-being is effectively promoted. Detailed procedures regarding the administration of medication protect children's welfare when they are ill.

Strong relationships are established with parents to ensure each child's needs are identified and met. Effective systems are in place to include parents in children's learning and development. Parents and carers involvement is valued and respected at all times. Their suggestions and comments are actively sought so that all those involved with each child can work closely together to ensure continuity and complementary care. When children start an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their 'starting points'. Staff go to considerable lengths to ensure that parents are happy with the care their child receives and that they are settled.

Parents receive verbal information about their child's progress on a regular basis and a regular newsletter informing them about the events in the pre-school, as a result, many parents provide help and support within the pre-school. The pre-school has good systems in place to liaise with the children's other early year providers. The setting has links with neighbouring schools, ensuring that children transfer smoothly between settings when they are ready for full-time education. There are transition summary records available for the schools and visits arranged. These both aid transition from the pre-school to school.

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

Children have purposeful opportunities to learn and benefit from being cared for in a welcoming inclusive environment. Children are offered a stimulating environment where the emphasis is on children having fun and learning through their play. Children make satisfactory progress towards the early learning goals and staff have effective systems in place to record children's achievements and interests. They use planned and incidental opportunities to encourage children to think for themselves and contribute to their own knowledge. For example, the children play a letter sound game and this helps them to develop early reading skills. However, they do not fully use the observations to identify learning priorities for children or to inform their planning, meaning that children do not reach their full learning intentions. There is a positive attitude to provide a balance between adult and child initiated activities in place. The teaching is purposeful and provides some challenge, for example, the children enjoy comparing their differences and similarities as they look into the mirror and talk about their hair colour and length while dressing up. The planned activities give children experiences across most of the six areas of learning and staff are always ready to develop the activity through purposeful interaction. However, there is a lack of information communication technology available for the children and few planned activities that promote this area of learning. Meaning the children are lacking skills in this area.

Children's current and ever-changing interests are fostered by their key workers. Staff use open-ended questions to effectively promote children's thinking and set out the hall to create a bright and cheerful environment. A buzz is generated in the room as children play and enjoy the activities provided. Children handle tools, objects and construction materials safely and with increasing control. For example, they stick independently as they make their stars and use play dough tools effectively, including, scissors. Children express their thoughts, ideas and imagination in a variety of ways. For example, they have a wonderful time as they convert the chairs into a train. They enthusiastically wait together and engage in complex scenarios as they go on a train journey. They are being skilful active learners and use their imaginations well. They are going to the 'Lutterworth' and the driver makes train noises as they drive slowly out of the station. Practitioners use plenty of praise and encouragement with children.

Opportunities for children to learn about a healthy lifestyle are a high priority. Through discussions, topics and social interaction with staff during snack times, children have a secure understanding of the importance of being healthy. Children

are provided with a healthy snack and constant water throughout the session. Children's healthy lifestyles are fostered effectively through daily access to physical play, where they like to use the climbing frame and balancing on balancing beams. Children are independent and know to wash their hands before eating and after visiting the toilet. The pre-school has good procedures in place to prevent cross-infection and therefore protect the children well. Children learn about safety through routines, discussions and purposeful activities, such as learning about strangers and road safety.

Emphasis is placed on developing children's communication, language and literacy skills. For example, by encouraging listening skills, extending their vocabulary and linking sounds to letters as they attempt to write their names. Some children are confident speakers and good listeners, they are keen to share experiences and enjoy listening to stories. They snuggle in the cosy book tent and look at books independently talking about the pictures. Children are encouraged to show an interest in numbers and are supported to develop the skills needed for counting. For example, through a range of interesting games, songs and everyday activities. 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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## **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