

Brocton Pre School Playgroup

Inspection report for early years provision

Unique reference number	218103
Inspection date	16/09/2011
Inspector	Elaine Poulton

Setting address	Village Hall, Old Acre Lane, BROCTON, Stafford, ST17 0TW
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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

Brocton Pre-school Playgroup opened in 1967 and registered with Ofsted in 2001. It operates from the main hall in Brocton Village Hall. Children have access to a secure outdoor play area. The setting serves the local and surrounding areas.

The setting is registered to care for a maximum of 35 children in the early years age range. There are currently 29 children on roll. It is registered with Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children are able to attend for a variety of sessions. The setting opens four mornings a week on Monday, Tuesday, Thursday and Friday during school term times only. Sessions are from 9.30am until 12.30pm.

The setting employs six staff to work directly with the children. All six staff including the manager hold appropriate early years qualifications to level 3. The setting receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children make rapid progress in their learning and development because they are well supported by an experienced staff team. They plan an extensive, challenging and purposeful range of activities and create a stimulating environment where all children are effectively helped to achieve and to and enjoy their play. There is exceptionally strong emphasis on working with parents to ensure children reach their full potential. Partnerships with other professionals who are involved with the delivery of the Early Years Foundation Stage are good. The system for self-evaluation is reflective and is effective overall. The staff team strive to ensure they make continuous improvement to benefit the children in this pre-school provision.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children in the pre-school are effective. Most written policies, procedures and parental permissions are clear and support the smooth running of the group. Some records lack minor detail; however, this has little impact on children's good health, safety and welfare. There are stringent staff

vetting, induction and continued suitability procedures in place. There is a comprehensive risk assessment which includes additional daily safety checks to be undertaken. Children feel safe inside the setting as they learn how to leave the premises quickly in an emergency situation. These measures are effective in promoting the good health, well-being and safety of all children in the setting.

Inclusive practice is promoted well through all activities and discussions. Children benefit from the enthusiastic and committed staff team who strive to make the environment attractive and welcoming to all. Resources are well utilised and allow children easy access and ample opportunity to choose and make decisions about their play. They have free access to the outdoor area where they can safely investigate and involve themselves in energetic and exploratory play.

Staff demonstrate an exceptional commitment to working in partnership with parents and provide comprehensive opportunities for parents to become actively involved in the life of the pre-school and management team. Staff acknowledge that working in partnership impacts positively on children's progress. Informal discussions take place regularly between parents and the child's key person. Staff dedicate time to get to know children and their families, fostering exceptionally strong relationships. This helps to ensure that children settle quickly and feel secure. Information sharing with parents is excellent and takes place through a number of very effective ways. Parents speak extremely highly of the setting's approach to sharing their children's experiences and feel very well informed regarding their children's care, learning and development.

Partnerships with others who deliver the Early Years Foundation Stage are good. Practitioners work well with other professionals to support the inclusion of children with special educational needs and/or disabilities. This ensures continuity of care and learning for all children during the transition from pre-school to nursery school.

The Ofsted self-evaluation form is used by the setting and is well considered. Staff highlight their strengths as working well with parents, helping all children enjoy and achieve and having a strong committee. However, they have not identified a few minor points for improvement in their documentation. The setting welcomes support from the local authority and has successfully completed two quality audits. Staff have fully addressed the recommendations raised at the setting's last inspection, resulting in improved outcomes for children.

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

Most children make significant gains in their learning and development because staff recognise that children learn best when they are interested and involved in what they are doing. Plans, observations and assessments are effectively linked to the six areas of learning. Digital photographs capture planned learning activities and are used purposefully in individual folders to document children's development.

Children are eager to attend and thoroughly enjoy their time in the group; consequently, they make leaps and bounds in their learning. Staff are skilled in promoting and extending activities in a fun and relaxed way. There are very good opportunities for children to develop and use their home language in their play. Cosy areas are made inviting where staff read books with the children and engage them in one-to-one play activities and discussions. This helps develop their language and communication skills exceptionally well. Children compare, order and arrange resources such as toy bears and learn to recognise shape, distance and measure. As a result, they develop very good skills to help them in the future. The outdoor area and local neighbourhood is used effectively and offers children the opportunity to use a range of natural materials and resources and to encounter creatures in their natural environment. Children are encouraged to celebrate their achievements both in the setting and at home. This helps to ensure their self-esteem and confidence is promoted positively in the group.

Children have space to play energetically or to rest and take part in quiet activities. They take great pleasure in working cooperatively with their friends and enjoy investigative activities such as finding out how the computer works. Children learn there are rules when playing on the slide by waiting their turn, using the steps and not walking up the slide. They are encouraged to be polite, learn good manners and consider the needs and feelings of others. All children are praised consistently for their achievements and good behaviour. This in turn encourages good behaviour.

Children have good opportunities to understand and adopt healthy habits such as good hygiene practices. For example, they learn about the importance of regular hand washing. They understand that 'germs can get into your tummy and make you poorly'. Practitioners incorporate topics about food, dietary needs and healthy eating. Children help prepare vegetables or fruit for snack time and pour their own drinks. They learn about keeping safe through discussions, planned activities and the daily routines. For example, they learn to handle tools safely such as plastic knives when spreading butter at snack time. Children enjoy energetic play such as riding on tricycles, pushing dolls' buggies, painting and chalking. These measures contribute effectively towards children's good health and well-being.

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	1

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	1
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	1

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