

# Priory Lane Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	205717
<b>Inspection date</b>	08/12/2011
<b>Inspector</b>	Kathryn Clayton

<b>Setting address</b>	Priory Lane Community Centre, Priory Lane, Scunthorpe, North Lincolnshire, DN17 2HE
<b>Telephone number</b>	07961 629844
<b>Email</b>	
<b>Type of setting</b>	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**

Priory Lane Playgroup is managed by a voluntary management committee of parents and volunteers. The group was registered in 1990 and operates from the main room in the community centre building in Priory Lane, in a residential suburb of the town of Scunthorpe. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children at any one time. The group is open on Monday and Wednesday, from 9.15am to 3.15pm, and on Tuesday and Thursday from 9.15am to 11.45am. Children attend a variety of sessions. There is an outdoor area to the rear of the pre-school. There is also access to the neighbouring school playing field for outdoor activities. There are currently 25 children in the early years age range on roll, including children who receive funding for nursery education. The setting supports children who have special educational needs and those for whom English is an additional language. The pre-school employs five staff. All staff hold appropriate qualifications; three to level 3 and two to level 2 who are also working towards a level 3 qualification. The group receives support from the local authority and has attained 'Steps to Quality' level 1.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is a friendly, welcoming and inclusive setting where children's needs are effectively met. Most aspects of the learning provision are strong and help children make good progress overall. Safeguarding procedures are effective and successfully support children's welfare. Evaluation is strong and helps to drive forward continual improvements, and many positive changes have been made since the last inspection. There are close, positive relationships with parents, other agencies and providers, which enables information that supports children's well-being and learning to be freely shared.

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

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

- continue to develop the outdoor space and the range of activities available to more fully promote all areas of children's learning.

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

Children are effectively safeguarded when they attend the setting. There are good appointment procedures that ensure all staff are suitable to work with children. Staff are very vigilant with regard to security and arrivals and departures are effectively monitored. Risk assessments are thorough and include daily indoor and outdoor safety checks before children arrive. All staff have undertaken training in

how to safeguard children. They can recognise signs that would cause them to be concerned about a child's welfare and understand the procedures to follow to keep children safe. The ambitious staff group undertake additional training and qualifications to extend their own knowledge. They evaluate their service effectively and include the views of the committee, staff, children and parents. This process helps to drive forward continuous improvements. Many positive changes that benefit children have been made since the last inspection. Examples include the provision of an outside play space that can be directly accessed from the building and changes to the arrangement of the indoor area so that children's language development is more effectively promoted. Staff deployment is good and ensures all children receive good support, both indoors and outdoors. Children have access to a good range of well-spaced indoor activities with resources that they can independently access. However, the outdoor play area is in the early stage of development and the range of activities does not fully promote children's learning.

Children with special educational needs and those for whom English is an additional language receive good support that help them settle more easily and make good progress in relation to their starting points. Measures used include providing dual language books, having welcoming posters and photographs displayed for children and parents. Staff also work very closely with parents to find out key words in the child's home language. Outside agencies support children when there are concerns about their learning and they help staff to identify targets to work towards. Parents receive good quality information about the setting in the form of a useful information pack, a wealth of displayed information and through discussions with staff. Close relationships are developed with parents who feel they are very well informed about their child's progress. Parents are encouraged to be involved in their child's learning and can borrow resources to use at home, such as 'chatter packs', which are fun activities used to promote children's language development. The setting works very well with the local authority and quickly implements suggestions made by them. They have links with other settings children attend and share information, which aids children's learning through regular meetings. Staff share good practice with the local school and ensure children's transition to school is as smooth as possible by arranging a number of settling-in visits.

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

Children enjoy their time in the setting as they feel valued and gain a sense of belonging. They sing a welcome song with staff as they arrive. This helps them to settle easily and they are ready and eager to play and learn. Planning and assessment systems are good and build upon the interests of individual children, with their future learning being identified, which helps children to progress well in relation to their starting points. Staff create a very positive atmosphere where children are consistently praised for achievement, for example, as they stop and listen carefully when a triangle is played at pack away time. These measures help children to learn about acceptable behaviour and children behave well. They enjoy playing with friends, and small groups of children often talk and look at books in

the comfortable 'den'. They are careful with books and handle them correctly.

Staff use the 'Every Child a Talker' activities and resources in the setting to successfully promote children's language development. Staff support children's learning well. They question and encourage the use of language as children play. Mathematical and positional language, such as, 'full', 'empty' and 'upside down' is used during sand play. There is an attractive number line where children learn to count, recognise numbers and older children learn sequencing. Children show good developing skills when using information and communication technology equipment, such as a laptop computer. They also have access to a good range of equipment, such as a digital camera, toy laptop, electronic phones and interactive books, which all help them to further develop good skills for the future.

Children have good opportunities to engage with the natural world and their local environment. A recent local walk when children were digging to find mini-beasts resulted in them finding a fossil. As children were particularly interested staff developed this idea and helped them to learn about dinosaurs from the same period of time. Staff extend children's learning so they can match, name and identify dinosaurs, and children created a dinosaur landscape which promotes their imaginative play. Children are engaged and interested and so they concentrate well for extended periods of time. Children have good opportunities to explore creatively with no need to create a finished product. They enjoy junk modelling and can choose from a variety of materials; they show good skills when using glue sticks and scissors. There are many opportunities for children to explore their senses, for example, outdoors in the snow and in wet weather. The setting has provided children with all-weather clothing so that they can experience the outdoors throughout the year.

Children learn about the benefits of having a healthy lifestyle. Snacks are nutritious and include raisins and apple, with drinks of water, juice or milk. Children choose and independently serve their own snack. Staff are very vigilant about promoting hand washing at all appropriate times and children learn about why they need to wash their hands. Children are active; they run freely, practice climbing and sliding and have regular sessions indoors when they take part in action rhymes. At times staff arrange sessions in the local school hall and on their playing field for physical play opportunities. Children gain an early understanding of how to keep themselves safe. Staff teach children some safety rules and children know that they must not run inside as that could be dangerous. Before going on local walks, staff talk to children about how to stay safe when outdoors. Children wear high visibility bands, stay close to staff and start to learn about road safety rules.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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