

# Buxton Pre-school Playgroup

Inspection report for early years provision

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**Unique reference number**

253986

**Inspection date**

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**Inspector**

Susan Cox

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

## **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).

## **Description of the setting**

Buxton Pre-School Playgroup is run by a committee of parents and carers. It opened in 1978 and operates from rooms within the village hall in Buxton. Access is via a ramp and there are toilet facilities for people with a disability. There is a fully enclosed outdoor play area which is shared with the local community. Children come from the village and surrounding area and attend for a variety of sessions. The playgroup is open each weekday from 09.30 to 12.00 during school term times.

The group is registered by Ofsted on the Early Years Register. A maximum of 28 children may attend the group at any one time. There are currently 29 children on roll from the age of two years in the Early Years Foundation Stage (EYFS). The group is in receipt of government funding for early education. Links have been developed with the local school and other provisions the children attend. The group caters for children with learning difficulties and/or disabilities.

The committee employs five staff, all of whom hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children's uniqueness is valued as staff know them well and work consistently to meet their individual needs. This is further supported by the strength of the partnership with parents, the local school and other agencies. Consequently, children are making good progress in their learning and development and their welfare is promoted. Regular self-evaluation ensures that most issues for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of its users.

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

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

- reconsider the security of the building when everyone is in the outside play area
- consider more flexible opportunities to be outdoors with freedom to explore and be physically active.

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

Children are cared for by a well qualified and experienced staff team who have been checked as suitable for their roles. They are committed to improving their knowledge and are proactive in accessing training to ensure their skills remain up-to-date. Staff consult parents and regularly evaluate their provision to make sure it is inclusive and welcoming to all. The close relationship between the key person

and parents ensures that sensitive and supportive care is often tailored to meet individual needs. Guidance from other agencies is sought, with parental consent, to enhance children's care and development. The transition to the local school is very well managed. Visits to special events in school, with their parents and then with staff in the summer term, helps build children's confidence and enables them to cope better with the changes. All the required documentation is in place to ensure that children are cared for appropriately and according to their parent's wishes.

Regular risk assessments are conducted and staff take relevant action to minimise risks to children on the premises and on outings. Good use is made of the outside play area, which is shared with the local community, with staff being vigilant to children's safety. However, when all children are playing outside the door to the vacant hall is sometimes left open with the potential risk of an unauthorised person being able to gain entry. Staff have a very clear understanding of child protection procedures and know what action to take if they have concerns about children's safety or welfare so that appropriate help may be given.

## **The quality and standards of the early years provision**

Children are happy, settled and motivated to learn. They are making very good progress across all areas of learning. Staff have a strong knowledge of the EYFS which they use to plan enjoyable and challenging experiences which are often based on their observations of children's interests. The value of learning in the fresh is well understood but current arrangements when all children need to be together do not enable children to choose when or for how long they wish to be either inside or outside. Staff support children's play competently and are skilled at stepping back and allowing them to solve problems whilst always being on hand to help and develop learning opportunities as they arise. Children eagerly settle to play as staff ensure the hall is a bright and attractive learning environment. An excellent range of resources are freely and confidently accessed by the children. They make many of their own choices and realise helping to tidy up is part of the daily routine.

Children manage their personal hygiene well, have a drink when they are thirsty and take a break in the comfortable book area when they are tired as they learn to meet their own needs. They enjoy a range of fruit and healthy items with a hot snack such as pasta with a tomato sauce being popular during cold weather. Staff are aware of dietary needs having discussed this in full with parents at registration. Playing in the fresh air helps to keep children fit as well as enabling them to develop a range of physical skills. They confidently run up and down the grassy mound, climb and slide and some older ones jump safely from a challenging height closely observed by staff. Trips to the church for the harvest festival and visits to the local school help them learn about their environment and consider safety as they cross the road. They grow potatoes and strawberries to eat in an adjoining area and plant flowers in the border as thanks for being allowed to use the growing area. Further positive contributions are made as children take part in fundraising activities with their parents and 'Red Nose Day' helps them learn about how children live in other parts of the world and how they can contribute to people less fortunate than themselves.

Children chatter happily knowing that staff will listen to them and value what they say and do. Older children use the computer competently and understand the sand timer is to help them take turns. A magnifier is used to look at leaves, shells and plastic bugs with some children enjoying looking at the displayed books to find out more information. Parents are encouraged to come to the 'library session'. This enables them to share reading time with their children and choose a book to take home to further promote early reading skills. Cookery enables children to weigh, measure and mix and find out more about how food is prepared. Children's behaviour is very good. This is because staff are positive role models and they help them learn right from wrong in a sensitive manner which promotes their self-esteem.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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