

Kirkby Mallory Pre-School Playgroup

Inspection report for early years provision

Unique reference number	226425
Inspection date	29/11/2011
Inspector	Karen Cooper
Setting address	The Old School Room, Church Road, Kirkby Mallory, Leicestershire, LE9 7QE
Telephone number	01455 850848
Email	
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

Kirkby Mallory Pre-school Playgroup opened in 1998. It operates from a self-contained building and is a committee run organisation. The setting serves the local community within the Hinckley and Bosworth district of Leicestershire. Children have access to a fully enclosed outdoor play area.

The setting opens on Monday to Friday from 9am until 12 noon during school term time, with an optional lunch club running until 12.55pm on some days. The setting is registered to provide care for a maximum of 25 children at any one time. There are currently 24 children on roll, all of whom are within the early years age group. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work with the children, three of whom hold a National Vocational Qualification at level 3 and one member of staff is working towards this qualification. 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 cared for in a stimulating and welcoming environment where toys and resources are well-organised to encourage them to make good progress in their learning and development. Practice is inclusive where all children are valued and treated with equal concern. Excellent partnerships have been formed with parents, carers and other agencies, to ensure children's individual needs are well met. Policies and procedures are mostly effective and documentation is well-organised and regularly reviewed to comply with requirements. Staff are able to identify the strengths and weaknesses of the provision and are committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- review the written record for risk assessment to ensure it covers anything with which a child may come into contact, this specifically refers to the outside drain and also include any outings undertaken with the children.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of their responsibilities regarding child protection issues and the importance of reporting any concerns without delay. Information is shared with parents and they sign a statement so that they are

aware of the staff's duty and role in safeguarding children. Staff have attended training to further their knowledge and a clear, safeguarding policy ensures that all staff are fully aware of procedures to follow should they have a concern about a child in their care. There are robust staff vetting and induction procedures in place to ensure adults are suitable to work with children. Staff are vigilant with visitors and security in and around the setting. They conduct clear risk assessments to reduce most potential hazards both inside and outside the setting. However, the outdoor drain is not covered and each specific outing is not included in the written risk assessment record, to ensure children's safety is fully protected. The manager is very methodical in the organisation of documentation, which is well-organised and stored appropriately, to ensure confidentiality is maintained.

Children's individual care, welfare, learning and development needs are effectively met by a committed and caring staff team and effective management. Staff work well together and are passionate about providing the best possible care for the children and their families. They have completed the Ofsted on line self-evaluation document and are fully aware of the settings strengths and areas for improvement. They continually revise and evaluate their planning in order to provide all children with a suitably challenging and stimulating learning environment. As a consequence, children benefit from a good balance of adult-led and child-initiated activities.

The staff endeavour to provide an inclusive service for all children and their families. They have established excellent relationships with some of the local Early Years Foundation Stage settings and other professionals, including the Educational Psychologist and area Special Educational Needs Coordinator, to ensure that they provide continuity of care and learning and continue to meet the children's individual needs. Parents are provided with a portfolio of information outlining the settings policies and procedures, daily routines and activities. Daily discussions, a prospectus, information pack, newsletters and notice boards, provide an effective communication system between the setting and parents. Children's Learning Journeys are shared, so that parents can contribute towards their learning and share observations from home. Together, this provides opportunities for staff and parents to plan for children's next steps, so that they make sound progress towards the early learning goals.

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

The staff create an environment which is welcoming, stimulating and well-resourced, to fully support children's learning. Children feel confident as they move around the indoor and outdoor areas, freely exploring the resources available to them. These are appropriate to meet all children's needs and are stored so that children can make independent choices. The staff interact well with children, engaging in their play and encouraging their language skills, resulting in children responding well to their guidance and support. They listen to the children, value what they say and offer lots of praise and encouragement for their efforts. For example, as children try to pronounce new words, such as, 'rampart' and 'parapet'. Staff are tuned into children's feelings, recognising when they become less

interested and then quickly divert their attention to ensure that they remain stimulated. As a result, children have formed positive relationships with staff and each other and are helped to achieve. The staff demonstrate a good understanding of the Early Years Foundation Stage and plan a variety of stimulating and interesting activities to ensure children make good progress in their learning and development. They clearly demonstrate that they know the children well and regularly observe them as they play. A photographic record is maintained for each child and significant information is recorded, demonstrating to parents that the children are being provided with a stimulating routine offering sufficient challenge to their development.

Children have access to a selection of mark making resources and activities are available, such as, paints, chalks, paper and pens. They are provided with a variety of books which are attractively presented and sit patiently when listening to a familiar story about recycling. Children's basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Most children can count confidently and show increasing skill in recognising numbers to support their play. For example, they recognise numbers during computer activities and are surrounded by a rich use of mathematical language on posters, number lines and displays within their environment. Children's physical development is well fostered, they confidently use the large climbing equipment, push alongs and wheeled toys and thoroughly enjoy their time spent outdoors in the fresh air. Children love using their imagination as they play with jester hats and king and queen crowns. They enjoy building castles with bricks and recycled boxes and good attempts are made to draw these buildings. Children are helped to consider and value diversity through a range of toys, resources and planned topics. They are made aware of festivals celebrated around the world and the meaning of them. They enjoy tasting foods from other cultures, such as, chapattis and naan bread and have joined in cooking activities making pizza and tortillas. Children have planted tomatoes, potatoes and herbs, such as, mint, thyme and lavender and watched as they grow. They then helped to prepare them ready to eat.

Children confidently separate from their parents and carers, demonstrating that they feel safe and secure to be left with the staff. They learn about keeping themselves safe through the discussions and activities provided and regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Visitors to the nursery, such as, the fire department, further encourage children's understanding of how to keep themselves safe. Children follow very good hygiene routines and know when to wash their hands and why they need to. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Extremely well managed systems are in place to ensure that all snacks meet the individual dietary requirements of all children. As a consequence, children develop an excellent understanding of healthy eating. They understand that fresh fruit, exercise and drinking water helps keep them healthy and staff regularly talk to them about eating five portions of fruit and vegetables a day, to ensure that they remain healthy. Children are provided with a variety of nutritious snacks which they independently access, including fresh, dried and tinned fruit. Fresh water is available throughout the session and milk is available at snack time to ensure they remain hydrated. Mealtimes are relaxed, social

occasions, where children can choose to eat and drink at their own leisure. They sit together around the table to enjoy their food and each other's company.

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	1
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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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