

Heanor Pre-School Playgroup

Inspection report for early years provision

Unique reference number	206789
Inspection date	28/09/2011
Inspector	Janice Hughes

Setting address	Heanor Baptist Church, Derby Road, HEANOR, Derbyshire, DE75 7QL
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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

Heanor Pre-school Playgroup opened in 1982. It operates from the main hall in Heanor Baptist Church, Heanor, Derbyshire. The playgroup is open on Mondays to Wednesdays from 9am until 12 noon and from 12 noon to 3pm, with a lunch club in between from 12 noon to 12.30pm. On Thursdays and Fridays the playgroup opens from 9.30am to 12.30pm.

The playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 42 children aged from two and a half to under five years on roll. Children come from the local community. The playgroup currently supports children with special educational needs and/or disabilities.

The playgroup employs seven members of staff. Of these, six hold appropriate early years qualifications. The setting receives support from Derbyshire County Council and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this welcoming and inclusive setting. The vibrant and stimulating environment is generally easily accessible by the children. Strong working relationships with parents and other professionals ensure children are given the help they need. Staff are aware of children's interests and capabilities and planning mostly shows children's learning priorities. There are good procedures to keep children safe, but some risk assessments are incomplete. The setting has a strong capacity to improve because staff reflect on their practice.

What steps need to be taken to improve provision further?

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

- develop the existing risk assessment to cover anything with which a child may come into contact, for example children playing with water
- link the indoor and outdoor environments, where possible, so that children can move freely between them
- improve the use of observations and assessments of children to plan for their learning priorities.

The effectiveness of leadership and management of the early years provision

The manager and staff work very well together to provide a warm, inclusive and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a

clear understanding of how to report any concerns.

Effective vetting and induction systems are in place to ensure all staff working with children are suitable to do so. The playgroup has good systems in place to promote children's safety, for example, the fitting of safety equipment including socket covers, and daily checks ensure that all areas of the setting are safe for use. The environment, both indoors and outside, is subject to risk assessments. However, the risk assessments do not yet cover all things that a child may come into contact with, therefore compromising on children's overall safety, for example, when children are playing in the water. Regular fire drills are practised so that children learn how to keep themselves safe in an emergency. Accident and incident procedures are well managed, ensuring children's safe care at all times. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. The manager has recently completed the Ofsted self-monitoring form and has put in place an action plan for improvements to the playgroup. Two of these improvements were to put in place an effective business plan and to support staff to achieve their personal goals. The playgroup has also reorganised the outdoor environment, which has been successfully accomplished. The management continually strives to ensure that the setting provides an inclusive service, where all children and parents are welcome. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Parents are provided with good quality information about the early years provision. Useful information is obtained from parents on entry to the playgroup, for example through the 'All about me sheets', and this is effectively used by key workers to provide care and learning that meets children's individual needs. Good and effective systems are in place to include parents in children's learning and development, such as through their children's learning journey records. Daily discussions with key workers successfully promote continuity of care. Links are established with other services and professionals. Staff liaise very closely with the local authority early years mentor service and local schools to effectively support children to ease their transition to school.

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

Generally good quality planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. Children are mostly progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. For example, the children talk to staff about the farm animals, tractors and the farmer growing crops as they play with the farm. Children had a wonderful time as they converted huge boxes into a train. They enthusiastically

fixed carriages together and engaged in complex scenarios as they went on a train journey. They are skilful active learners and use their imaginations very well. They were going to the seaside, and the driver made train noises as they drove slowly into the station. Practitioners use plenty of praise and encouragement with children.

Children regularly make choices about their play, and staff ensure that the environment is stimulating and attractive to all children so that they can learn independently. Resources are mostly placed at a level where children can help themselves and make decisions about their play. Furniture and resources are well organised to help create an accessible environment. However, there is no free access to the outside environment, which limits children's choice of where to play. Staff interact with children very positively. They give them time and encouragement to investigate their creativity. For example, they explore paint to create leaf pictures using stencils, and pretend to build with diggers and rice. There is a good balance between adult-led activities and free play. Staff are continually developing their knowledge and understanding of the Early Years Foundation Stage and revising their systems to observe and plan for children's learning, to ensure they meet the children's individual needs. Planning is flexible, clear and covers all areas of learning in the curriculum as staff plan around children's interests. However, it does not identify how activities are adapted for individual learning priorities. As a consequence, some children may not reach their full learning potential. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They enjoy stories and celebrate festivals to find out about different countries. For example, they learn about the Holi festival and enjoy completing splatter painting using red paint.

Opportunities for children to learn about a healthy lifestyle are very good. Through discussions, topics and social interaction with staff during snack times, children develop a secure understanding of the importance of being healthy. They engage fully in a conversation about where milk comes from and how they can buy it from the shops. Children's healthy lifestyle is fostered effectively through daily access to the outdoor play area, where they like to use the climbing and balancing equipment, throw and catch the balls and run around in the fresh air. They grow vegetables, such as tomatoes, lettuce and runner beans and make a healthy salad to eat for snack. Children are independent and know to wash their hands before eating and after visiting the toilet. The playgroup has good procedures in place to prevent cross-infection and, therefore, is protecting the children well. Children learn about safety through routines, discussions and purposeful activities, such as learning about the dangers of bonfire night and road safety.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. For example, they enjoy participating in repeating nursery rhymes and songs, such as 'Old McDonald Had a Farm'. They enjoy books, accessing them independently, listening to and joining in stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, they discuss and recognise their names and then independently use them in the snack bar with confidence. Children are encouraged to show an interest in numbers and mathematical language. This is supported well

as staff provide the skills needed for counting through a range of interesting games, songs and everyday activities. They learn how to estimate and weigh as they balance farm animals using the scales. This helps their early mathematical skills. Children know about the uses of everyday technology and most children learn how to operate wind-up toys and computer equipment. 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

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	2

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	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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