

Elston Pre-school Playgroup

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Elston Pre-school Playgroup has been open since 1978 and re-registered in 2011. It is a voluntary managed pre-school, which operates in a purpose built, single storey building on the site of Elston Primary school on the outskirts of Newark. The children have direct access to a fully secure outdoor play area and there is a separate dining area in the main school hall. The setting serves families from the local community and surrounding areas. Children attend various times and days throughout the week. The pre-school supports children with special educational needs and/or disabilities and also has systems in place to support children who speak English as an additional language. Children are cared for in one main room. The pre-school is open from 9am until 3pm each weekday term time only.

The pre-school is registered to care for a maximum of 20 children aged from two to five years of age at any one time. There are currently 31 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. This provision is registered by Ofsted on the Early Years Register. There are five staff who work directly with children full or part time. All staff hold an appropriate early years qualification with the manager having Early Years Professional status. The setting is supported by a community teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. Staff provide a wide range of activities and experiences inside and mostly outdoors. Children's individual needs are met well. There are good partnership systems in place between parents and others involved in their care and learning of the child. The setting demonstrates a positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the range of activities, resources and experiences which are appropriate to each child's stage of development as they progress towards the early learning goals, with particular regard to the outdoor play area
- review the arrangements in the preparation and handling of food.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is good. Staff have a good understanding of their roles and responsibilities in protecting children. They are familiar with the

procedures to take should they have any concerns regarding a child in their care. A clearly written policy is in place highlighting to parents and carers the responsibilities of the staff regarding protecting children. Children are effectively supervised both inside, outdoors and when on outings. Robust and thorough risk assessments are undertaken every day by staff. Hazards are identified and minimised creating a safe environment for children to play. Additionally, visitor's identification is checked, signatures are obtained and monitoring the main and internal doors of the building is effective. Robust recruitment, selection and induction procedures are in place. Regular supervision of staff enables the manager to monitor staff performance and their suitability. As a result, children are effectively safeguarded and happily play and explore in a safe environment.

An effective key person is in place where the staff know their children well. Staff deploy themselves effectively supporting children both inside and outdoors. Inside, there is a good range of toys, resources and equipment. These are attractively presented and easily accessible for all children. This enables children to make independent choices in their play. However, the outdoor area is less stimulating as there are less activities, resources and experiences which are appropriate to each child's stage of development. Staff skilfully adapt activities to support a range of children's abilities, needs and interests. Furthermore, resources such as, books, food tasting activities, dressing up and 'small world' figures positively promote diversity. Children also learn about the wider world and their local community. They acknowledge various religious and cultural festivals throughout the year which also link directly to their own experiences and circumstances. Records, policies and procedures which effectively underpin the smooth running of the pre-school are robust, accurately recorded and well maintained.

The organisation of the pre-school supports children well thereby fully enhancing their all-round needs. Staff have a clear understanding of their roles and responsibilities and work very well as a team. However, the arrangements in the preparation and handling of food are not as robust in ensuring that the practice meets with the local environmental health guidance and staff training. The pre-school places a strong emphasis on inclusion within their practice. They work effectively with multi-agencies and local schools to ensure all children's individual needs are identified and met. There are robust systems in place to support children with special educational needs and/or disabilities who have English as an additional language. Staff understand the importance of working effectively with parents. Information is shared in a variety of ways, such as, notice boards, daily discussions and the display and accessibility of written policies and procedures. Parents speak highly of the service that is offered.

The pre-school has a good system for self-evaluation. The manager is a very good role model and is fully committed along with the staff and committee to make continuous improvement. For example, funding has been obtained for a safety surface for the outdoor play area promoting the safety of children. Consultation with parents and children support staff in making improvements built upon children's interests.

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

Staff create a calm and relaxed environment where children engage, explore and show curiosity in their play and learning. Staff understand the importance of gathering information from parents before the child starts. This ensures there is a starting point for them to build upon when observing and assessing individual children. Staff then plan activities flexibly as well as focussing these to support each child's next steps in their learning and development. Evidence of children's development and stages is recorded in individual, 'All About Me' files. These are regularly shared with parents helping them support their child's learning at home. There is a good balance of adult/child lead activities. Children are happy and confident. Numbers, letters, photographs and children's own art work displayed promote a colourful and fresh learning environment. These are also used to consolidate children's learning and gain a sense of belonging. For example, self portraits of children in attendance are displayed in the entrance hall highlighting the new building where children now play. Children happily sit at tables mark-making, sticking and cutting using their small motor, creative and imaginative skills well. Other children play cooperatively in the home corner with staff. They pretend to go to sleep only to be woken by the noisy dinosaur played by a child with a soft hand puppet. Children quietly look at books in the cosy book corner. They enjoy turning the pages independently as well as having stories read to them snuggled up to a member of staff.

The mathematical skills of children are developing well. They confidently use the mouse with the computer creating patterns on the screen and count the dots on a dice. Children engage well with one another as they build and construction with train tracks and bricks. They work out how to join objects together to build towers or complete the track for the train to be pushed along. Children have great fun in the sand with the dinosaurs, burying their hands underneath whilst other children use the dinosaurs to find the hidden hands. Outside, children play counting and imaginative games, such as 'What time is it Mr Wolf?' They enjoy the company of staff as they run away screaming and hiding as they discover it is dinner time. Children also manoeuvre pushchairs, trundle toys and trikes around the outdoor area. Children play harmoniously together and behaviour is good. They are respectful of one another, are polite and courteous. They are familiar with the boundaries and expectations that the staff consistently promote. Lovely conversations are held engaging children in using language and listening skills with particular regard to circle time. Children understand the importance of keeping germs away and looking after their own personal health. They know to wash their hands before they have healthy snacks and lunch. Children learn about keeping themselves safe as they are actively involved in emergency evacuation drills and help sweep up the sand from the floor. Children are developing well the skills and attitudes which will stand them in good stead for future learning.

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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