

Breedon Play And Learn Group

Inspection report for early years provision

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Inspector Janet Keeling

Setting address St. Hardulphs C of E Primary School, Main Street, Breedon-on-the-Hill, Derby, Derbyshire, DE73 8AN

Telephone number 07982 630824

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*.

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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

Breedon Play and Learn Pre-School Group opened in 1977. It is run by a voluntary management committee and operates from facilities at St. Hardulph's Church of England Primary School in Breedon-on-the-Hill, Derbyshire. Children have access to an enclosed, outdoor play area and to the school playing fields. The pre-school serves children and families from the local and surrounding areas.

A maximum of 20 children from two years to under eight years may attend the pre-school at any one time. There are currently 18 children on roll, all of whom are within the early years age group. The pre-school opens Monday, Thursday and Friday from 9am to 3pm and on a Wednesday from 9am to 12.30pm. The pre-school operates during school term time only and is in receipt of nursery education funding. Children attend for a variety of sessions.

The pre-school has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. All staff hold National Vocational Qualifications (NVQs) at level 3. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework and as a result, children make good progress in their learning. Staff are dedicated, caring and work hard to provide a welcoming and stimulating learning environment, although, they do acknowledge that the outdoor area needs to be developed further in order to maximise children's learning. Meaningful partnerships with parents, the host school and other agencies have been firmly established ensuring children's individual needs are consistently met. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Most policies and procedures are in place and implemented effectively to support the children's health and well-being. All staff embrace the process of self-evaluation and demonstrate a good commitment towards the sustained and continuous improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- develop further the outdoor learning environment in order to maximise

- children's learning opportunities
- review arrangements for the transportation of hot food to ensure they meet the required responsibilities under food hygiene legislation.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good commitment to safeguarding and protecting children. They have a good understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective recruitment and vetting procedures are in place together with robust procedures to check the ongoing suitability of all staff. Risk assessments and daily safety checks are completed which help to minimise hazards to children. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Written policies and procedures are in place, which support the children's health, safety and well-being. However, current arrangements for the transportation of hot food from the school kitchen to the pre-school are not effective in meeting food hygiene legislation. The pre-school environment is interesting, well organised and provides good opportunities for children to make choices about their own learning and play. Staff are deployed effectively to ensure that children are supervised safely at all times.

Staff are dedicated, caring and work well together as a team. They have a good understanding of their roles and responsibilities and embrace the process of self-evaluation. The pre-school places inclusive practice at the heart of its work, ensuring that every child is fully included and integrated into pre-school life. Staff are committed towards continuing their own professional development and regularly attend relevant training courses in order to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. The pre-school leader has established effective partnerships with external agencies and with other providers of the Early Years Foundation Stage framework, ensuring continuity of care and learning for all children. Staff also work successfully in partnership with the host school and have developed positive links with the Reception class teacher. Consequently, this has a positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and be familiar with their new learning environment.

Partnerships with parents and carers are good. Effective settling-in procedures are tailored to meet children's individual needs and help to support them in their transition from home into the pre-school environment. The effective use of the key person system strengthens links with parents, helping children to feel settled and secure. Staff routinely involve parents in their child's continuous learning. They are invited to make comments in their child's learning journey folders and contribute to the 'Wow' board. Parents also access information regarding the day-to-day running of the pre-school through the use of a parents' notice board, regular newsletters and access to the policies and procedures. Parents are also invited to become committee members, help with fundraising events and join in with special occasions, such as, the Easter egg hunt and the summer beach party. During the inspection parents spoke highly of the pre-school. Comments included, 'our

children are happy, settled and take part in a wide range of activities' and 'staff are caring, approachable and very supportive'.

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

Children happily enter this welcoming and child-friendly pre-school. They receive a very warm welcome from staff who lead by example and encourage an atmosphere of calmness and cooperation. Children settle quickly and are eager to immerse themselves in activities. They have good opportunities to make choices about their own learning and play as they freely access a wide range of stimulating activities and resources. They freely access the indoor and outdoor areas. Although, the outdoor environment is not yet fully developed in order to fully maximise children's learning opportunities. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. Staff know the children very well, they observe and assess them as they play and use information gained to inform planning. All children have an individual learning journey book which contains both photographic and written information about their learning and achievements. These books are shared with parents at parents' evenings and are available for them to see at any time. Children also thoroughly enjoy looking through their own learning journeys, which are made accessible to them during each session.

Children access a range of enjoyable and challenging activities. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. They are beginning to learn that print carries meaning as they self-register on arrival, use their name cards to register themselves at snack-time and are encouraged to mark-make as they play. They are developing a love for books as they freely access a range of picture books in the bright and comfortable book corner. They also thoroughly enjoy story time when they listen attentively to well-told favourite stories. They enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as they tunefully sing 'Clap Your hands'. Children's creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. For example, they relish exploring shaving foam, sand, water, dough, paint and 'gloop'. Outdoors, a group of children have enormous fun as they make 'silly soup' in the water tray. They add fresh potatoes, carrots and leeks, then chuckle with delight as they mix them all together. There is also great excitement as another group of children engage in a junk modelling activity. They carefully select resources such as cardboard boxes, tape, woollen pom-poms and scissors. They cut, glue and stick as they make wonderful creations. Children relish outdoor play activities. They confidently pedal bikes, skilfully throw and catch balls and enjoy the challenges of the fixed play equipment in the community playground. They have good opportunities to explore their natural environment as they engage in nature walks, build dens in the woods and help to plant herbs, potatoes and pansies. Children also have good opportunities to explore their local community. For example, they engage in walks around the village and visit a local farm where they observe the spring lambs and horses. They also enjoy outings to places such as, the

Aerodrome and Twin Lakes.

Children are happy, secure and develop a good sense of belonging at the pre-school. They have learned the simple rules of working happily with others, and as a result they share, take turns and cooperate as they play and interact. They treat each other with respect and are learning to show sensitivity towards people of other cultures and beliefs. This is enhanced effectively as they celebrate a variety of festivals such as Christmas, Chinese New Year and Diwali. Children are encouraged to develop their own personal hygiene skills, such as independent toileting and automatically wash their hands before eating food. They learn about healthy lifestyles and enjoy healthy snacks each day. They also freely access their named water bottles during the session, ensuring that they remain hydrated. Children have good opportunities to learn how to stay safe as they discuss the appropriate use of equipment, engage in emergency evacuation procedures and talk about road safety while out walking. Overall, children demonstrate that they are acquiring good skills that will help and prepare them for their transition into school.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met