

Swinderby Pre-School Playgroup

Inspection report for early years provision

Unique reference number	253754
Inspection date	26/03/2012
Inspector	Alex Brouder
Setting address	The Playroom, Swinderby Primary School, High Street, Swinderby, Lincs, LN6 9LU
Telephone number	01522 869362
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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

Swinderby Pre-School Playgroup was registered in 1985 and is run by a volunteer committee. It operates from a portacabin in the grounds of Swinderby Primary School, Lincolnshire, and has direct access to an enclosed outdoor play area. Sessions are from 9.05am to 12.05pm each weekday during school term time. In addition, the pre-school is open for a lunch club on Tuesdays until 1.05pm and an afternoon session runs from 12.05pm and 3.05pm on Wednesdays and Thursdays. The pre-school serves the local community and the wider surrounding area.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 22 children at any one time. There are currently 37 children on roll, some of whom receive funding for nursery education. The pre-school has experience of supporting children with special educational needs and/or disabilities and those who speak English as an additional language.

Five members of staff work with the children, all of whom hold appropriate childcare qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children quickly establish high levels of enthusiasm and enjoyment at this very inclusive and welcoming setting. They make excellent progress in their learning and development due to the knowledge and skills of the staff team and the organisation of the rich learning environment. Most aspects of children's welfare are supported and promoted to a high standard, and they feel safe in the secure environment. Excellent partnerships with parents, carers and others involved in the care of children are in place. As a result, children receive care and support linked to their individual needs, enabling them to make the best possible progress. The pre-school has worked extremely effectively to establish its current excellent standards and is equally committed to further enhancing the quality of its provision.

What steps need to be taken to improve provision further?

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

- ensure that the systems used to support staff's suitability, for example, references and employment history, are robust.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are generally good in this setting. This is achieved through staff's secure knowledge and understanding of local child protection legislation, meaning that appropriate action would be taken should they have any concerns for a child's welfare. Important information on children's welfare is obtained, such as collection and living arrangements, and information is clearly displayed and made accessible to parents and carers to highlight the setting's role in the protection of children. However, although recruitment and vetting procedures are in place, the documentation to support this is not readily accessible or completed, potentially compromising children's welfare. Security arrangements are robust; CCTV is used to enable the staff to identify visitors before they enter the setting, and those who are not known are greeted at the gate before being allowed entry, further supporting children's welfare. Excellent risk assessment procedures are in place, with plenty of documentation to support this. Daily checks are completed on all areas that children access and staff are quick to act on any identified risks or change, such as the new entrance to the setting. All documentation to support children's care, health and well-being is in place.

The provision is extremely well led and managed, and the staff work very closely as a team to ensure that children's needs are met and that challenges are offered to enhance and extend their ideas in play. Every member of staff is valued and all have a voice in order to contribute their ideas and knowledge to the ongoing success of the provision and to improve outcomes for children. Training needs are identified through annual appraisals and supported to ensure that staff are continually updating their skills and knowledge. All previous recommendations have been addressed, leading to excellent outcomes for children. Resources and staffing are organised to maximise children's opportunities to move freely between the indoor and outdoor play spaces. Therefore, children are able to choose how and where they want to play, supporting their individual learning styles.

The setting has a very good understanding of supporting children with special educational needs and/or disabilities, and works with other agencies to ensure that their needs are met. Exemplary partnerships with others who offer care to children, such as the local school, are in place; for example, diaries are used between settings which are then used to promote and enhance children's learning. In addition, the reception teacher from the local school visits the setting, ensuring that children and their families are fully supported when it is time to move on to full-time education. Partnerships with parents and carers are excellent. Settling-in procedures are highly effective at ensuring that children settle quickly and easily, for example, seeking information about the child's individual play needs before they begin, key worker observations, and a briefing that is offered to parents when their child has been at the setting for a term. All this helps to build excellent partnerships, contributing to children feeling happy and content. Parents have opportunities to contribute their own observations and ideas to their child's individual learning journeys and most engage in this. They have regular opportunities to systematically review the information staff record on their

children's learning, ensuring there is an excellent shared understanding of children's progress and the next steps in their learning.

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

Children's safety and health are promoted extremely well. They speak about the need to put tissues in the bin, and staff demonstrate how germs are carried to show the importance of hand washing before eating. Children engage enthusiastically in outdoor activities, climbing, running and jumping and as they skilfully use a range of large and small play equipment. The setting have achieved an award which signifies that they have an ongoing commitment to improving the health and well-being of children. Children learn to handle and use tools skilfully and become aware of how to be safe. Their understanding of safety is supported further through visits from 'people who help us', for example, fire and police officers, and themes are used to enable children to extend their ideas of this during pretend play. Children's awareness of what to do in the event of a fire is developed as they take part in regular fire drills. Their awareness managing their own safety is enhanced through trips in the locality, when staff speak with children about how to cross roads safely. This is embedded through pictures displayed around the setting and regular discussion.

Staff's excellent knowledge and understanding of the Early Years Foundation Stage and how to deliver this ensures that all children make outstanding progress. Staff know the children well and use this knowledge to plan for their individual needs and interests. They observe the children at all times, using what they see to enhance and support children's ideas, enabling them to make the best progress possible. Evaluations are completed and used to adapt, amend and extend activities offered to children. Consequently, they are confident, happy and eager to try out all activities and resources accessible to them. Children's imagination and curiosity are sparked by the extremely well-organised and resourced indoor and outdoor areas. For example, they show fascination as they work out how to pour water into the guttering that leads to a trough and as they place their chalked hands onto black paper and see their hand print. Staff are confident in supporting children and offer questions to encourage them to think, for example, during water play staff ask them 'how much more is needed?' and 'is it full or half full?'

Children's imaginations are fuelled by the extensive use of role play equipment to support their ideas. For example, the home corner has been changed into a 'spaceship' and children enthusiastically put on the astronaut suits and step inside, using the control panel and counting down from 10 to zero. Their creativity is enhanced through the provision of mark-making areas, both indoors and outdoors, play dough and cutters, paints, chalks and various messy play opportunities. Children love to look at books and have access to an assortment that promote the world they live in. They share these with each other and staff, commenting on what the story is about and predicting how it will end. Children's language is well supported in the setting, and more able children recognise the sounds that some letters make. Children problem solve in all they do; putting bricks on top of one another and seeing when they will fall, working out how the water will get to the

trough and correctly identifying the appropriate piece of puzzle to fit in a hole. The use of number is promoted by staff in everyday play opportunities and children use numbers as they play.

Children behave well and receive high praise for this. They share and take turns and know that the sand timers are used for when they have to let another child have a turn, which they do willingly. They have a lot of confidence, which means that they happily explore all aspects of their environment and take part in many activities that support and extend their learning and development. Children have very good access to a range of technology and battery operated toys, such as computers, tape recorders and torches. They are observed to navigate a simple programme on the computer and know how to change from one page to another. Their awareness of nature develops as they explore the large school garden, hunting for bugs using the magnifying glasses and as they plant seeds to later sell to raise money for the setting. Attention to sustainability is developing as staff encourage the children to use the recycle bin, explaining to them what can be recycled and why this is important. Excellent opportunities to learn about the needs of others and the wider world are promoted through the toys and resources accessible to children which depict diversity and promote inclusion, along with introducing children to festivals, such as Diwali, Chinese New Year and Easter.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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