

# Bare Necessities Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	309226
<b>Inspection date</b>	27/03/2012
<b>Inspector</b>	Sandra Williams

<b>Setting address</b>	Bare Methodist Church Hall, St Margarets Road, Bare, Morecambe, Lancashire, LA4 6EF
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bare Necessities Pre-School Playgroup is run by a committee and has been operating since 1978. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a church hall in Morecambe, Lancashire, and operates from three play rooms. The setting is open on Monday, Wednesday, Thursday and Fridays from 9.15am until 1pm, and on Tuesday from 12 noon until 3.45pm, during term times only.

A maximum of 30 children under eight years may attend the setting at any one time, of which no more than 30 may be in the early years age range. There are currently 23 children on roll, with 14 in receipt of funding for early years education. The setting offers support to children with special educational needs and/or disabilities and children who have English as an additional language.

There are five members of staff who work with the children. Three hold appropriate early years qualifications to a minimum of a National Vocational Qualification at level 3 and three hold level 2 qualifications and are working towards level 3. The staff group is working towards a quality assurance award.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's individual needs are known to the staff, who encourage them to make appropriate progress in their learning and development. Observations of children are undertaken; however, the system for tracking their progress is not yet fully established. Good partnerships with parents and other professionals contribute to children's needs being consistently met. Children are satisfactorily safeguarded, although some of the required detail in risk assessments is missing and the procedure for checking visitors to the setting is not sufficiently robust. Managers satisfactorily evaluate and reflect upon their practice and have identified their strengths and most of the areas for further development.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of risk assessment clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident. (Documentation) 10/04/2012

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

- improve the system for tracking children's progress towards the early

learning goals, using the information gained from observations to inform plans for children's next steps in their learning and development

- ensure that the system used to verify and record the identity of visitors to the setting is used more rigorously.

## **The effectiveness of leadership and management of the early years provision**

The staff have undertaken safeguarding training and have an appropriate understanding of safeguarding issues and procedures. Written policies and procedures are followed to ensure any concerns about the children are dealt with promptly. Suitability checks for staff are undertaken as part of the safe recruitment policy, including Criminal Records Bureau disclosures. Children are kept generally safe due to satisfactory security arrangements and close supervision by staff. However, the security system is not fully robust because the staff do not consistently check the identity, or record the details, of all visitors to the setting. Risk assessments are undertaken to minimise risks in the setting and on outings. However, these do not include information about who undertakes the assessments, when they were undertaken and a review date. This is a breach of a legal requirement. In addition, the provider is allowing children to use the outside area which their conditions of registration do not currently permit. This is a breach of their conditions of registration. On this occasion Ofsted does not intend to take further action. All of the staff are trained in first aid and have well-stocked first aid boxes available should they be required in an accident or emergency.

The staff promote equality and diversity satisfactorily in this inclusive and welcoming setting. Children with additional needs and those who have English as an additional language are welcomed, although there are none currently attending. Staff have a secure understanding of the importance of working with other professionals when the need arises, to ensure they meet a child's particular needs. Regular liaison takes place with professionals, such as health visitors and speech therapists. The staff have also developed good working relationships with local schools. Reception teachers visit the children at the setting and the children visit the local schools to help with the smooth transition to school.

Good partnerships with parents exist, which ensures a consistent approach to the children's care and learning. Initial documents are completed by parents, which provide the staff with useful information about the children's routines, likes and dislikes. Staff keep parents well informed about their children's progress once they start at the setting. An abundance of useful information is attractively displayed in the reception area for parents to read. Parents comment in questionnaires about their satisfaction with the care provided by the friendly staff. The deployment of staff and resources is good. Children are well supported by caring staff who enable them to choose from a wide selection of play equipment and activities in the play rooms.

The staff members work very well as a team to create a happy atmosphere. They demonstrate how they strive to promote their professional development and continuous improvement. They undertake a number of relevant training courses to

enhance their practice. They are currently working towards obtaining a quality assurance award. The staff evaluate their practice during this process and make sure parents' views are obtained through questionnaires. The setting's strengths are well documented and most areas for improvement are identified. Advice for further development is readily accepted in order to maintain continuous improvement.

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

Children are happy and settle quickly in this friendly and relaxed setting. Their confidence and independence is encouraged by the staff, who support the children in their chosen activities. The children learn about keeping themselves safe. For example, before going on a trip to the beach, they put on their sun hats and sun cream to protect their skin from the sunburn. They learn about road safety when on outings and by visits from the local crossing warden who talks to them about how to cross roads safely. The children are well behaved and demonstrate good manners. They enjoy praise and stickers when they help the staff to carry the buckets and spade into the setting on their return from the beach. They are encouraged to play cooperatively; for example, when using the lap top computer, they are reminded by staff to take turns. They also learn to help others less fortunate than themselves by taking part in fund raising events in their community. The children are learning to adopt healthy lifestyles as they enjoy nutritious snacks, such as fruit. The children follow good hygiene practices as they wash their hands after using the toilet and before eating their food. They enjoy fresh air and exercise as they go for trips to the beach and park. They develop their balance and coordination as they play on the rocking horses and as they negotiate around the obstacle course, crawling through tunnels and climbing up and down steps.

The children are making sound progress in their development towards the early learning goals. They are supported by staff, who have a satisfactory understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is based on children's individual needs and interests. Records are kept of the children's progress in the form of notes, photos and examples of their work. However, the system for tracking the children's progress and planning their next steps in their learning is not yet completely established.

The children's communication and literacy skills are developing as they enjoy sitting on the comfortable sofa to look at books and listening to the staff reading stories. The children recognise their names as they self-register on arrival and at snack times. Some children can also write their names on their Easter cards and art work. Children are becoming familiar with numbers and shapes which are displayed in their play rooms. They develop counting skills as they play with finger puppets and enjoy singing number rhymes. When taking part in baking activities, the children use the weighing scales to weigh and measure the ingredients. Children are developing skills in the use of everyday technology as they use computers, printers and remote control toys. They enjoy looking at the map of the world on the wall and the photographs of themselves on holidays in different

countries. Children's creativity is expressed in many different forms. They work in small groups to create models using recycled household items. Their art work is proudly displayed around the setting. Children engage in imaginative play as they use the role play corner to have pretend tea parties. Overall, children enjoy their time spent at this stimulating and friendly setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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