

Houghton and Wyton Pre-School Playgroup

Inspection report for early years provision

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Inspector	Kelly Eyre
Setting address	Houghton and Wyton Pre-School Playgroup, Green Lane, Wyton, Cambridgeshire, PE28 2AP
Telephone number	01480 466796
Email	admin@houghtonandwytonpreschool.org.uk
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

Houghton and Wyton Pre-School Playgroup is run by a voluntary management committee and re-registered at its current premises in 2011. It operates from one main room in a purpose-built building on the site of Houghton Primary School in Houghton, Cambridgeshire. The setting serves the local area and has strong links with the school in which it is sited. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 12pm and from 12.30pm to 3.30pm, with a lunch club from 12pm to 12.30pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the setting at any one time. There are currently 46 children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and six at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff utilise effective procedures to support the ongoing evaluation of their work, enabling them to develop action plans and implement improvements, maintaining a service which is responsive to children's needs. A key strength is the setting's excellent partnerships with parents and carers, enabling them to gain a thorough understanding of each child's needs. They can therefore ensure that these are consistently met and children are offered appropriate support so that they are meaningfully included. Staff are caring and committed, maintaining a flexible approach to the planning of activities and play opportunities and ensuring that children's needs and interests are well considered and accommodated. Appropriate daily practice and activities mean that children are offered effective opportunities to develop their awareness of diversity.

What steps need to be taken to improve provision further?

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- provide further opportunities for children to increase their awareness of their

own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted because staff have a good understanding of their responsibilities relating to safeguarding children. This is supported by a clear written procedure, enabling staff to identify any children at risk and take relevant action. Robust checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments and daily safety checks mean that children's safety is well considered in all areas. Good daily practice and ongoing explanations enable children to gain a clear knowledge of safety issues. For example, children discuss fire safety and learn to use tools and equipment safely.

The manager, staff and voluntary management committee work well together and have a clear vision for the development of the setting. The continuous review of their work enables them to build a realistic overview of the setting and to implement changes that improve the outcomes for children. For example, the daily routine has recently been changed to ensure that children's needs are consistently met. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Resources are used well to promote children's learning and development. For example, children visit the local mill and post office and benefit from the setting's involvement in community events.

Staff demonstrate a good understanding of the importance of anti-discriminatory practice. They regularly review the setting's policies and procedures to ensure that these reflect the current needs of children and their families, supporting them in promoting an inclusive environment. Staff pay meticulous attention to building meaningful partnerships with parents and carers. Each family has a home visit before their child starts at the setting, ensuring that staff are fully aware of children's needs and interests and can use this information to plan relevant activities. The setting makes excellent use of a variety of communication methods to ensure that parents are fully aware of current activities and their child's development. For example, there are frequent newsletters, regular meetings with keyworkers and ongoing opportunities for parents to view and contribute to their child's assessment records. The setting also works well with other professionals. For example, they have procedures in place to exchange information with childminders and other pre-schools, ensuring that children's care is consistent and their learning and development are promoted.

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

Children make good progress in their learning and development because staff have a thorough understanding of the Early Years Foundation Stage. They observe and assess children as they play, actively using this information to inform activity

planning. This planning is kept as flexible as possible, ensuring that children are consistently offered activities and resources that capture their interest and promote their development. Children's safety is prioritised and their behaviour shows that they feel safe. For example, they move confidently around the setting, making independent choices about their activities and resources. They therefore take an active role in their learning and are developing positive attitudes to this.

Accessible resources support children in making independent choices and in exploring further. For example, they enjoy mixing their own paints, discussing the colours they are making and noting how these change when they add further colours. Children are encouraged to use their imagination and staff make use of their interests in order to extend their learning. For example, children dress up as their favourite super-heroes, working together to organise their game and to find further resources to support this. Children develop personal and social skills for the future as they are supported in gaining a thorough understanding of appropriate behaviour. Staff explain the implications of their behaviour and encourage them to share and work together. The setting's excellent partnerships with parents and carers and their good procedures for working with other professionals mean that children who have special educational needs and/or disabilities and those who speak English as an additional language are offered appropriate support to enable them to participate meaningfully.

Children's awareness of diversity is developing as they access relevant resources and participate in discussions and activities. For example, they talk about different types of family composition and enjoy activities related to traditional festivals. However, their wider awareness of their own cultures and beliefs and those of other people is not extended and fully promoted, limiting their knowledge of this area. Children's understanding of the relevance of healthy lifestyles is promoted. For example, after participating in physical activities, they discuss the effects this has had on their bodies, such as increased heart rates and feeling warmer.

Staff encourage children to be involved in setting up activities, allowing them time to explore these and offering support to encourage them to experiment and investigate further. For example, children help set up an activity to make a 'dinosaur swamp'; as they work, they remember a recent story about making flour, discuss the texture of the flour, predict what will happen if they add water and then add this a little at a time, describing the changes in the consistency of the mixture. They then work with the staff member to add dinosaurs, sticks and containers to the mixture and become engrossed as they cover the dinosaurs in slime and pour the mixture from one container to another. Activities such as this promote a wide range of skills, such as problem solving, communication and creativity.

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	1

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 voluntary part of the Childcare Register are:

Met