

Elfin Nursery Pre-School group

Inspection report for early years provision

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Inspector	Barbara Walters

Setting address	Cold Pool Lane, Up Hatherley, Cheltenham, Gloucestershire, GL51 6JA
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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

The Elfin Nursery Pre-School group opened in 1987 as a privately owned playgroup. It operates from the village hall in Up Hatherley, a residential area to the south of Cheltenham, Gloucestershire. Children use a playroom, a quiet room, kitchen and an enclosed, outside play area. The playgroup is close to local schools, a church, library and shops. The playgroup is open Monday, Wednesday and Thursday from 9.30am to 1.30pm, Tuesday from 9.30am to 12.30pm and for younger children on Friday from 9.30am to 12 noon, during school terms. The playgroup is registered by Ofsted on the Early Years Register. A maximum of 24 children from two to five years may attend the playgroup at any one time. Children are accepted from the age of two years six months. There are currently 22 children on roll. Children aged three and four years are funded for free early education. The playgroup currently offers support to children learning English as an additional language. A total of five members of staff work with the children, including the owner. Of these, four hold appropriate Early Years qualifications, and two of these hold a National Vocational Qualification in Childcare and Education at Level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are, overall, satisfactorily supported in a welcoming environment and develop a strong sense of belonging and are confident. Positive relationships with parents and other providers support staff to suitably meet children's individual needs. Children make good progress in their learning and development in relation to their capabilities and starting points. Regulations for safeguarding children and the availability of records are not satisfactorily met. Staff knowledge of safeguarding issues to support children's safety and welfare is not effectively in place. The playgroup demonstrates suitable methods to review and evaluate the practice of the setting and has satisfactory capacity to bring about continuing improvements.

What steps need to be taken to improve provision further?

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

- implement an effective safeguarding children policy and procedure to include the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting
- 23/12/2011

- children's welfare)
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times. (Documentation) 23/12/2011

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

- develop staff's up-to-date understanding of safeguarding children issues so they are able to implement the safeguarding children policy and procedure appropriately

The effectiveness of leadership and management of the early years provision

Staff have sufficient awareness of child protection issues to respond if they have concerns about a child, as they recently attended related training. A child protection policy is in place. However, this does not include the procedure to follow in the event of an allegation being made against a member of staff. This is a breach of a legal requirement. In general, staff focus sufficiently on the children's welfare needs. However, not all staff have sufficient understanding to be able to effectively implement the safeguarding children policy and procedure.

The playgroup, generally, has suitable procedures in place to promote children's well-being. For example, staff maintain a clear record of children's special dietary requirements, preferences or food allergies. Procedures are securely in place so that children are only released into the care of individuals named by parents. Procedures for the administration of medication and the recording of minor accidents generally promote the welfare of children. Not all records are easily accessible and available for inspection by Ofsted. This is a breach of a legal requirement.

The playgroup is committed to evaluating practice and demonstrates a suitable capacity to drive improvements for children. For example, the knowledge gained from training prompted staff to extend the use of the home corner. The outdoor play area has been developed, and children enjoy activities, such as making marks with brushes and water. The playgroup is continuing to self-evaluate to assist in identifying areas of practice for improvement. For example, following comments from parents, children now receive a home visit to ensure their needs are known and met. Children enjoy playing freely in the welcoming and stimulating play areas. Their free choices support their development and allow them meaningful opportunities to build their confidence. Space is well planned so it is used flexibly and resources are accessible to every child so they can learn independently.

The playgroup has positive and well-established relationships with parents and carers to ensure that each child's individual needs are met. A daily sheet is displayed to give parents an overview of the activities that children have enjoyed. Parents attend workshops during the parents' evening to develop their

understanding of children's play. Further workshops are planned for the future to introduce the use of phonics at home. Parents are encouraged to share their views about the playgroup by completing a questionnaire. The playgroup is effective in working in partnership and has well established, working relationships with agencies who support children. Effective links with the local primary school support children well in their transition to school. Staff value children's home backgrounds and cultures and meet their individual requirements through their daily practice. They display key words for children learning English as an additional language to help them access the environment and meet their needs. Children have exciting opportunities to develop a sense of community through activities to explore other religions and cultures. For example, children enjoy singing songs in Chinese and eat with chopsticks during the Chinese New Year celebrations.

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

Children's learning and development is supported well by staff who interact closely with them and encourage their play. Children have a developing ability to make appropriate decisions and join in activities. They can choose from a good range of activities that are laid out for their use or ask for what they want to play with. Staff respond with enthusiasm to their requests, which well supports children's confidence and builds their self-esteem. Children gain good skills for the future. Their counting skills are developing well, as they count the number of children present at circle time and beam with pride at their achievements. They happily join in the good morning song, confidently using signs alongside their singing. Staff are attentive and encourage children to try new experiences and to practise and build on their skills. Children enjoy playing a card and stacking game, matching the cards with the pots and exploring the similarities and differences. They are beginning to recognise their own names and those of their friends, and confidently attempt to write their names on their drawings.

Children's health is promoted through well-considered, daily routines. They develop a good awareness of personal hygiene routines as they sing the hand washing song while they 'wash away the germs'. Staff provide a range of familiar foods at snack times, as well as opportunities to try new tastes. Children complete activities to develop their understanding of making healthy choices. They engage in a wide range of physical activities to maintain a healthy lifestyle. They enjoy playing in the outdoor area, where they can develop their physical skills by chasing water from the water fountain and throwing and catching bean bags. Children are developing a good sense of responsibility and are keen to be the helper of the day and ring the bell for snack time. Children play cooperatively together and share their toys and games. They soundly learn to keep themselves safe by helping to wipe the water and clear away their toys to prevent tripping.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	4
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

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	3
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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