

Holbrook & District Pre-school Playgroup

Inspection report for early years provision

Unique reference number	251518
Inspection date	31/05/2012
Inspector	Janet Keeling
Setting address	Holbrook Primary School, The Street, Holbrook, Ipswich, Suffolk, IP9 2PZ
Telephone number	01473 328414
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Holbrook and District Pre-School Playgroup was registered in 1997 and is run by a voluntary management committee. It operates from a purpose built building within the grounds of Holbrook Primary School in Ipswich, Suffolk. The group provides before and after school care, a playgroup and a holiday club. Children have access to an enclosed outdoor play area and to the school playing fields. The group 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 group at any one time. The group also provides care for children from eight to 11 years. There are currently 69 children on roll, of these, 28 children are within the early years age group. The group opens Monday to Friday from 7.30am to 6pm during school term time. During the school holidays they provide a holiday club which opens from 7.30am to 5.30pm. The group is in receipt of funding for early education. Children attend for a variety of sessions.

The group 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. Of these, three hold a National Vocational Qualification (NVQ) at level 3. The group 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 enthusiastic, caring and work hard to provide a welcoming and stimulating learning environment where children freely access a good range of resources. Overall, 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 children's safety and well-being. All staff embrace the process of self-evaluation and demonstrate a good commitment towards the sustained and continuous improvement of the group.

What steps need to be taken to improve provision further?

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

- improve induction procedures for parent volunteers ensuring they are given

full information and guidance on their roles and responsibilities whilst working at the playgroup

- improve the two way flow of information with parents, this specifically refers to updating the playgroup's prospectus to include information on the Early Years Foundation Stage framework and how parents can contribute to their child's ongoing learning.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good commitment to safeguarding and protecting children. They have a clear 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 induction procedures for new staff. However, induction procedures for parent volunteers ensuring they are given full information on their roles and responsibilities are less well developed. Risk assessments and daily safety checks are completed which help to minimise any hazards to children. Most policies and procedures are in place, reviewed yearly and shared with staff and parents. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. The environment is welcoming, well organised and provides good opportunities for children to make many choices about their own learning and play. Staff are deployed effectively to ensure that children are supervised safely at all times.

The group is led and managed by a dedicated and highly motivated manager. Good team work is evident and staff are caring, enthusiastic and positive role models. Staff strive to improve their practice through the effective use of their self-evaluation system and by using feedback from both parent questionnaires and their local authority advisor. There is a pro-active and shared vision for inclusive practise ensuring that every child is fully included and integrated. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to further develop their knowledge and skills. Consequently, children's care and well-being is further enhanced. Staff 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 them 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. They are invited to attend the group before their child starts and also receive a prospectus which outlines the running of the group. However, information in the prospectus regarding the Early Years Foundation Stage framework is limited. In addition it does not clearly identify how parents can contribute to their child's ongoing learning. Effective settling-in procedures are tailored to meet children's individual needs and help and support them in their transition from home into their new environment. The informal exchange of information each day ensures that children's changing needs are consistently met. An informative parent's notice board displays information about the running of the group. Including their registration certificate, public liability

insurance and policies and procedures. During the inspection parent's expressed positive views about the group. Comments included, 'staff are approachable and caring', 'communication is good', 'our children are settled, very happy and kept safe'. Parents are invited to take an active part in the group. For example, they are invited to attend committee meetings, support fund raising events and give feedback on the policy of the month.

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

The learning environment is bright and welcoming with an interesting and colourful array of children's work and photographs displayed around the room. Children have many opportunities to make choices about their own learning and play as they freely access a good range of activities and resources. They benefit from the 'free flow system' where they are able to move freely between the indoor and outdoor areas. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting information is gathered from parents and used to support children's individual needs. Staff observe the children as they play and use information gained to inform their planning. All children have a 'learning journey' folder which contains both written and photographic evidence about a child's learning and progress. These folders are available for parents and carers to see at any time.

Children participate in a wide range of enjoyable activities. For example, as they engage in a role play activity they put on a range of costumes then chuckle with delight as they look at themselves in the mirror. Their understanding of numbers, size and shapes is developing well through everyday activities. They count how many children are present, competently recognise shapes as they decorate their jubilee crowns and talk about the long and short wooden bricks as they build in the garden. Children have many opportunities to draw, paint and to make marks in different media and practise emergent writing during role play. Outside, a group of children engage in a 'pencil rubbing' activity. They carefully place their paper over a bumpy surface then rub vigorously with their pencil. The children carefully lift the paper and look in amazement and say 'it's magic'!. They begin to understand that print carries meaning as they recognise their own name cards at registration and snack-time. They also enjoy story-time and looking at picture books with their friends and staff. They explore musical instruments and thoroughly enjoy singing a range of songs and action rhymes. Their creativity is fully supported through good access to a range of role-play equipment, construction toys and to a wide range of media, such as chalks, paint, sand, water and dough. Children enjoy being in the fresh air and relish outdoor play opportunities. They explore their natural environment as they help to plant flowers, strawberries, lettuce and radishes. They also learn about re-cycling as they routinely place left over food from snack time into the re-cycling bin. Their physical development is supported very well as they confidently pedal bikes, enjoy the challenges of the trim trail equipment in the school grounds and play with bats and balls on the meadow. Children also benefit

from planned visits into the local community. For example, they visit a local duck pond where they help to feed the ducks and enjoy observational walks around the village.

Children are happy, secure and develop a good sense of belonging at the group. They learn the simple rules of working and playing together such as, 'be kind to each other' and 'share books and toys'. Staff reinforce children's positive behaviour each day as they share comments from the 'kindness box' during group time. Children access a range of resources which represent diversity and learn about 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 washing their hands before eating food. They learn about healthy lifestyles and enjoy healthy snacks each day. They also freely access drinking water 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 such as how to use scissors, engage in emergency evacuation procedures and talk about road safety whilst out walking. Overall, children demonstrate that they are acquiring good skills that will help and support them in the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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