

Glinton Pre-School Playgroup

Inspection report for early years provision

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Inspector

Janet Keeling

Setting address

Peakirk Cum Glinton Primary School, Rectory Lane, Glinton,
Peterborough, Cambridgeshire, PE6 7JW

Telephone number

01733252361

Email

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

Glinton Pre-School Playgroup was registered at their current location in 2011. The playgroup is run by a voluntary management committee. It operates from a mobile unit within the grounds of Peakirk Cum Glinton Primary School in Peterborough, Cambridgeshire. Children have access to an enclosed, outdoor play area and to the school playing fields. The playgroup serves children and families from the local and surrounding areas.

A maximum of 22 children from two years to under five years may attend the playgroup at any one time. There are currently 30 children on roll, all of these are within the early years age group. The playgroup opens Monday to Friday from 9am to 3pm during school term time only. The playgroup is in receipt of funding for early education. Children attend for a variety of sessions.

The playgroup has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The playgroup is registered by Ofsted on the Early Years Register and on the voluntary part of the Childcare Register.

There are four members of staff who work directly with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 4 and two hold an NVQ at Level 3. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development at this welcoming and lively playgroup. Their individual needs are well supported as they participate in a wide range of indoor and outdoor activities. Overall, effective and meaningful partnerships with parents, carers and the host school have been firmly established ensuring children's needs are fully supported. Staff work effectively as a team and offer a fully inclusive service where all children are valued and successfully integrated into playgroup life. Overall, the manager, staff and committee members demonstrate a positive commitment towards the sustained and continuous improvement of the playgroup.

What steps need to be taken to improve provision further?

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

- develop further the process of self-evaluation in order to fully identify the playgroup's strengths and areas for development

- improve the two way flow of information with parents, this specifically refers to updating the playgroup's prospectus to include information on promoting healthy eating.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. The nominated person for safeguarding has successfully completed the relevant training. All staff have a good 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 robust systems to check the ongoing suitability of staff. Yearly risk assessments and daily safety checks are completed to ensure that any potential risks to children are minimised. Staff are vigilant and check the identity of all visitors on arrival. A signing-in system supports these security measures. Written policies and procedures are in place, which support the children's health, safety and well-being. Staff are qualified first aiders, ensuring they are able to deal with any accidents or emergencies appropriately. The learning environment is welcoming and child-friendly with a good range of resources which support children's progress across all areas of learning. Staff are deployed effectively to ensure that children are supervised safely at all times.

Staff have a good understanding of their roles and responsibilities. They are experienced, work well as a team and respond effectively to the children's individual needs. Consequently, children feel safe and secure. The manager, staff and committee members are all committed to improving outcomes for children. Together they demonstrate a positive attitude towards the sustained and continuous improvement of the playgroup. Systems for monitoring and evaluating the quality of the service are in place, although, they do not fully identify the playgroup's strengths and areas for development. Staff actively promote equality and diversity and ensure that every child is fully integrated into playgroup life. In addition a detailed equality and diversity policy outlines a commitment to promoting inclusive practice. Staff are well supported in their roles. This is successfully achieved through yearly staff appraisals and ongoing access to further training, which encourages the continued professional development of all staff.

Partnerships with parents and carers are good. Parents are invited to attend an open day before their child starts and also receive a prospectus which contains information about the running of the playgroup. However, information about promoting healthy eating is more limited. Parents receive regular newsletters and emails ensuring they are kept fully informed about the day-to-day issues. The 'key person' system also strengthens links with parents and promotes children's care and well-being. In addition, parents are invited to attend committee meetings and to help with fundraising events. They are also encouraged to share their child's learning and achievements from home by contributing to the 'Wow Stars Board'. During the inspection parents spoke highly of the playgroup. They said, 'staff are caring, friendly and approachable' and 'our children are very happy, settled and enjoy the range of activities that are provided'. Staff also work successfully in

partnership with the reception class teacher at the host school. 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.

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

Children show great enthusiasm as they arrive at the playgroup and quickly become absorbed in their favourite activities. They interact positively with their peers, share good friendships and are eager to learn. They work independently and in groups and are supportive of each others needs. 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 about each child is gathered through discussion with parents and carers. Consequently, children are cared for according to their parents wishes. Staff have a good knowledge of children's individual needs and interests. They observe and assess them as the play and use information gained to effectively inform planning. All children have a 'Record of Achievement' folder which contains both photographic and written information about their learning and achievements. These folders are available for parents to see at any time and are shared formally with them during parents meetings which are held twice a year.

Staff demonstrate a good understanding of the Early Years Foundation Stage framework and skillfully support children as they play, and as a result, children make good progress in their learning and development. Children thoroughly enjoy their time at playgroup and engage in a wide range of stimulating activities. There is enormous excitement in the role play area as a group of children look through holiday magazines. They choose a destination, then complete booking forms and make passports. Another group of children design and build with wooden bricks while others knead, roll and shape yellow dough. Children enjoy music and enthusiastically join in with a range of songs and action rhymes. While outdoors, they tune in to sing 'The Grand Old Duke of York' and 'Ring-a-Ring-a-Roses'. They are developing a love for books as they freely access a range of picture books in the cozy book area. They sit on floor cushions and enjoy sharing books with their friends and staff. They also listen to well told stories as they gather around the storytellers seat in the school grounds. At the sand pit children explore wet and dry sand, they talk about how it feels and make marks as they run their fingers through it. They dig with spades and experiment with sieves. Their understanding of numbers, size and shapes is developing well through everyday activities. For example, they recognise numbers on the floor squares, identify the triangular, round and square shaped bricks and talk about the tall tower. Children enjoy being in the fresh air and relish outdoor play activities. They throw, catch and kick balls, competently negotiate the stepping stones and play games using the parachute. In addition, children are able to enjoy the challenges of the trim trail equipment in the school grounds and explore the 'Secret Garden' area attached to the Reception class. They have good opportunities to explore the natural environment. For example, they help to plant flowers and collect fallen leaves, twigs and cones to

make collage pictures. Children also benefit from observational walks around their local community and from visits to the park and post office.

Children develop a good sense of belonging at the playgroup. They behave well, responding positively to the boundaries set such as helping to tidy away their toys as the five minute warning is given. Gentle reminders from staff also help children develop a sense of right and wrong, they are encouraged to share, take turns and be kind to each other. Children develop an understanding of the wider world through access to resources that are representative of diversity, by celebrating festivals and by exploring their local community. Children learn about healthy lifestyles as they enjoy a range of healthy snacks and benefit from physical play opportunities each day. They also freely access drinking water throughout the session ensuring that they remain hydrated. Effective hygiene procedures are in place and minimise the risk of cross infection. Children learn to take responsibility for their own safety. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely such as scissors. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition into school.

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
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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