

Platform 3 Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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

Platform 3 Pre-School Playgroup has been operating since 1992 and was registered in its current setting in 2012. It is run by a parent committee. The setting operates from Manor Field Primary School, in an area of Burgess Hill. All children have access to a classroom and side room and an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 40 children aged from two to under five years on roll, most in part-time places.

The pre-school is open five days a week during term time only. Sessions are from 9.00am to 1.00pm Monday and Wednesday, 9.00am to 3.00pm Tuesday and Thursday and 9.00am to 12 noon on Friday.

The pre-school receives free educational funding for three and four-year-old children. Children attend from surrounding areas. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of staff and all hold an appropriate early years qualifications. The setting receives support from the local authority Early Years Development and Childcare Partnership mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are strongly motivated to play in this caring and stimulating setting, where the uniqueness of each child is recognised and valued. Good systems are in place to observe, monitor and plan in order to help children make progress. However, resourcing and planning for active outdoor play is less effective. The setting is fully committed to working in partnerships with parents, schools and agencies, ensuring that all children's needs are identified and met. Staff's reflective approach incorporates information and suggestions from the local authority. This forms an accurate self-evaluation, helping to guide well-targeted action plans and shows a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further extend children's learning through planning and resourcing a challenging outdoor environment, so that children's play can be supported

- and extended
- plan activities that offer physical challenges and plenty of opportunity for energetic physical play.

The effectiveness of leadership and management of the early years provision

The setting gives a high priority to the safeguarding and welfare of all children. Comprehensive policies and procedures, for the safe and efficient management of the setting, help protect children from harm. The qualified and knowledgeable staff team, implement these consistently. Clear systems are in place for the recruitment and monitoring of staff and their ongoing suitability and professional development. Staff demonstrate a good awareness of safeguarding children issues and access training to keep their knowledge and skills up-to-date. They work closely with parents and professionals to prioritise and deal with any concerns effectively. The setting is a welcoming and stimulating environment where children explore freely and safely. Staff are vigilant and security is good. Records of risk assessments of the premises, activities and outings details how staff remove or minimise any potential hazards to children. Staff have a clear understanding of their role and with regards to emergency evacuation and, by regularly practicing the procedures, help children to understand what to do in an emergency.

Staff provide good settling-in procedures and effective organisation of routines. Along with the good quality key worker system, this results in children showing an extremely strong sense of belonging. Furniture, equipment and resources are of good quality and, along with the effective deployment of staff, support children's learning and development. Indoor resources are stored at a low-level to enable children to self-select and therefore become independent, active learners. However, staff have not explored this aspect of practice sufficiently in the outdoor area. The setting effectively promotes equality and inclusion. Children benefit from the rich diversity of the families who attend. They learn to respect and value their own culture, as well as those of others. The uniqueness of each child and the family is valued and planning for the individual child ensures all children are included and achieve to the best of their ability. The staff work closely with parents and other professionals involved with children with identified needs to set specific targets for their development, ensuring they make continual progress and reach their full potential.

Parents are involved in the decision-making on key matters affecting the setting through the parents' questionnaires. Parents speak highly about what the setting has to offer their children. From the beginning, staff actively seek their views about their child's routine, needs and interests, and this continues on a regular basis. Parents show immense satisfaction with regards to the information they receive regarding their child's progress. Parents are actively engaged in their children's learning in a number of ways. They contribute to their child's learning review, 'stay and play' sessions and accompanied outings provide further opportunities to be involved and extend their child's learning at home. Staff also link in with other professionals delivering the Early Years Foundation Stage. As a result, children enjoy a smooth transition from the setting to school. All staff contribute to the

culture of reflective practice and meet regularly to discuss and develop the setting. Along with the local authority Annual Improvement Quality Review (ACQUIRE), this brings about clear targets for improvement.

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

Children are enthusiastic, inquisitive learners who play a dynamic role in the life of the setting. They follow their own interests, make choices and confidently explore the environment. Staff are skilled at knowing when to interact with children, offering support and good questioning to develop children's knowledge and understanding. Assessment and through observation is continuous. Staff use the information to analyse children's learning. They plan next steps in their development, in partnership with information obtained from parents and other professionals. As result, children make good progress in their learning and development in relation to their starting points.

Staff build on children's home-based knowledge and experiences, and provide opportunity for progression, extension and challenge. Staff promote children's independence as they are encouraged to manage toileting independently and put on their Wellington boots and hat for outdoor play. Children access the outdoor play space regularly and benefit from an acceptable range of physical activities in the fresh air. They use tools and containers to transport water and confidently use large paint brushes to paint shapes on the fence. They plant, tend and gather vegetables and play ball games. However, the opportunities to develop large muscle control is promoted to a lesser extent. Children learn about the benefits of adopting a healthy lifestyle through their activities with a growing awareness of a balanced diet, supported by healthy snacks and access to fresh drinking water.

Children show immense satisfaction at being inventive. They create problems and find solutions as they construct and design with a variety of resources and media. Children are developing good social skills. They enjoy communicating and express themselves well, recalling familiar events, such as a visit to a park. They use technology confidently, and can explain the concept of a simple computer game, matching shapes and colours with ease. Children enjoy using numbers, counting for fun. This ensures children develop good skills for the future. Children thoroughly enjoy looking at books, relaxing together in the book area. They enjoy story time, listen well and actively join in with a favourite story. Children are eager to explore whatever is available to them. Children gather around a visitor, whom had carried the Olympic flame. They show good levels of excitement as they hold the torch aloft and have their photograph taken. Children behave extremely well and know how to keep themselves and others safe. Children safely use a variety of tools, for example, as they roll and cut out shapes in dough. They manage themselves and others, playing and working collaboratively with their peers and adults. Staff encourage praise and congratulate children for their efforts, focusing on the learning process rather than the end product.

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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