

Leverton Pre-School Playgroup and Out of School Club

North Leverton C of E School,, Main Street, North Leverton, Retford, Nottinghamshire, DN22 0AD

Inspection date	19/10/2012
Previous inspection date	15/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are well supported to acquire skills to successfully develop and they are well prepared for their next stages in learning, especially school.
- Practitioners are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children, resulting in children's behaviour being positive.
- The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children particularly in the area of personal, social and emotional development.
- There is a good overview of the curriculum through monitoring of educational programmes to ensure a broad range of experiences to help children progress to the early learning goals.

It is not yet outstanding because

- The setting has not yet developed highly successful strategies to engage all parents in their children's learning and development in the setting and at home.
- Some practitioners do not have an extremely sharp focus on helping children acquire some skills during some of the varied experiences planned in the area of physical development and supporting children in their home language.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the main group rooms and outdoor play area.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector met with the manager, registered person and secretary and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's 'Learning Journeys', planning documentation, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures, including the complaints log.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

B A Kemp-Russell

Full Report

Information about the setting

Leverton Pre-School Playgroup and Out of School Club was registered in 1972 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom within North Leverton C of E Academy in Retford, Nottinghamshire. The setting is committee run and serves the local area, it is accessible to all children. It operates from a classroom, has use of the school hall and there is a fully enclosed area available for outdoor play. The setting opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 75 children on roll, of whom 25 are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

The setting employs seven members of child care staff. Of these, six hold appropriate early years qualifications at level three. The setting receives support from the local authority.

What the setting needs to do to improve further

N/A

To further improve the quality of the early years provision the provider should:

- develop highly successful strategies to engage all parents in their children's learning and development in the setting and at home.
- improve the focus of some practitioners on helping children acquire further skills during some of the varied experiences planned for children in the areas of physical development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are developing many positive skills which will help them make a smooth transition to school life. They make independent choices about what to play with and show

motivation to explore the good selection of resources on offer. Children show positive attitudes to energetic outdoor play. Staff offer this as a free-flow option and provide good supervision of children in both the inside and outside areas. However, some staff do not use this time effectively to provide further challenge for children which means their experiences may be limited. Children are eager to explore nature as they hunt for spiders and grass hoppers. They use tools, such as, magnifying glasses to look at the bugs they have found and enjoy talking about this experience at circle time. Staff extend children's interests during other activities. For example, children have helped to make a wigwam and now use this as a role play area.

Photographic displays and collections of interesting objects provide good prompts for children to recall and talk about their experiences. Staff introduce a wider range of topics during the year to extend children's awareness of the world. For example, when celebrating Chinese New Year, Halloween and Christmas. Children take part in a wide range of activities that help them explore materials and media. Consequently, they have good opportunities to express themselves through art and design.

Staff make effective use of planning to ensure they introduce new experiences. Children listen to directions from staff and engage in frequent conversations. Staff provide very good opportunities for children to develop personal, social and emotional skills, particularly at meal times. Thoughtful organisation by staff means children are encouraged to serve each other, ask what drinks they would like and wash up their own plates and cups. They take part in cooperative circle games as they learn social skills which will be useful in school. Children listen well as staff read popular stories and they join in enthusiastically when 'Going on a Bear Hunt'. They select books by themselves from a colourful selection and like to role model staff telling stories to the whole group. Children recognise their own names and as their understanding grows, staff introduce other letter shapes and sounds. Accessible materials tempt children to explore mark making, developing their coordination and dexterity.

Children have access to a good range of resources to support their development in mathematics. Staff are careful to include this area of learning in both planning and assessing children's progress. Staff regularly provide opportunities as children play to bring in mathematical concepts and count everyday objects. For example, during snack time the fruit was cut in half, then in quarters and the pieces counted by the children. They also discussed size, such as, bigger and smaller and compared their pieces of fruit. Staff also introduced colours by asking children what colour their plate and cups were.

Staff demonstrate a strong understanding of how to support children's learning. They regularly monitor each child's development to create individual learning plans. Staff then bring this information to the planning stages of the weekly activities so that children receive good support and next steps are clearly identified. Records reveal that children progress well against the developmental bands for their age and ability. Staff are aware of areas where children may require extra help and they work effectively together to narrow gaps in achievement.

Parents receive consistent feedback during daily conversations with staff. Parents speak positively about the pre-school and the welcome their families receive. A wide range of

information is on display to help parents engage in their children's care. For example, staff present photographs and information about the setting's key person system. Staff use questionnaires to engage new parents effectively and find out about children's starting points. However, contributions to ongoing records of development, or 'Learning Journeys', are not so strongly embedded in practice. Consequently, the setting has yet to develop highly successful strategies to engage all parents in their children's learning and development in the setting and at home.

The contribution of the early years provision to the well-being of children

The well deployed staff continually supervise the children which helps to protect their health and safety. Staff are always available to provide support for children's care needs, such as, a lap to have a cuddle or someone to help with nappy changes when needed. New starters settle quickly into the setting due to the effective settling in systems, this results in most children separating from their main carer with ease.

Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Behaviour at the pre-school is good because there is clear guidance for children about what is acceptable and staff act as good role models. All staff know each child well and they form particularly close bonds with the children and families for whom they take special responsibility.

Children's understanding of safety is threaded through the daily routine, such as, not running indoors. They are provided with a choice of healthy and nutritious snacks that include fruit and vegetables which they are encouraged to try. Drinks are readily accessible to children to ensure that they remain well hydrated throughout the day. Children have regular opportunities for physical play and fresh air outdoors in the well-resourced play area.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of her responsibility to comply with the safeguarding and welfare requirements to keep children safe. Staff fully understand their safeguarding duties so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments reduce or eliminate risks to children and a designated health and safety officer ensures these are regularly reviewed. The committee implement robust systems to check that staff are suitably qualified and properly vetted. Staff receive regular appraisals and planned supervision to help effectively identify their training needs to enable continuous professional development. For example, staff recently attended first aid training.

Continuous review of the quality of the provision takes place through consultation with children and parents. Self-evaluation involves the staff team and identifies the strengths and weaknesses well. Leadership and management are confident about what the pre-school and out of school club needs to do to improve further. They have been successful in making and sustaining improvements. Staff are well organised and have a clear understanding of their roles and responsibilities. An in-depth range of policies and procedures guide staff practice and are implemented effectively to promote children's health and ensure their welfare. Regular practises of evacuation procedures ensure that children understand what to do in an emergency.

There is a strong partnership with parents, who comment very positively on the setting. Staff work closely with parents to settle children and ensure that individual needs are addressed effectively. Parents are included in the setting through newsletters, daily discussions and notice boards which display useful information. Effective partnerships with parents and external agencies help to secure appropriate interventions for children to receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	253092
Local authority	Nottinghamshire
Inspection number	887827
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	42
Number of children on roll	75
Name of provider	Leverton Pre-school Playgroup
Date of previous inspection	15/10/2010
Telephone number	01427 880470/ 01427 848846

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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