

Springville Pre-School Playgroup

Springville Methodist Church Hall, Hull Road, Hessle, HU13 9NP

Inspection date

22/10/2012

Previous inspection date

14/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Adults have a good understanding of how young children learn. They plan a varied range of interesting learning activities that help children develop skills and positive attitudes towards learning to ensure they are prepared for school.
- Adults are particularly sensitive towards meeting children's needs and strive to quickly build relationships, helping them form secure bonds and attachments.
- Children are happy and keen to learn. They arrive at the playgroup confidently and quickly engage with their friends and join in activities which interest them.
- Secure relationships with local schools and children's centre are established supporting effective partnership working and children's moves to other settings and school.

It is not yet outstanding because

- Although children have regular access to a variety of toys and resources there are limited opportunities at each session for them to make independent choices and decisions from the wide range available.
- Parents have too few occasions to make regular contributions to children's learning to develop links between home and the playgroup.
- Children and parents have some opportunities to contribute to the playgroup's process for self-evaluation. However, the questionnaire parents are encouraged to complete does not provide enough opportunity for them to fully express themselves.

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.

Inspection activities

- The inspector looked at children's learning journals, planning, observation and assessment records, a sample of policies and procedures, evidence of suitability of practitioners working within the playgroup, the provider's online self-evaluation form and a range of other documentation.
- The inspector observed the range of activities available for children during the session and carried out a joint observation with both the providers. The inspector took into account supplementary photographic evidence provided regarding other activities that take place.
- The inspector took into account the views of parents and carers by looking at their written comments and direct conversation.

Inspector

Jackie Phillips

Full Report

Information about the setting

Springville Pre-School Playgroup is a well-established group. It registered in 1993 and provides childcare for children living in the local and surrounding areas. The playgroup is located in Hessle, on the outskirts of Kingston-Upon-Hull. The playgroup is privately owned and managed on a day-to-day basis by two joint owners. Care takes place in the

Springville Methodist Church building, mainly in one large room. Children have supervised access to an adjoining room used by the church for worship and an additional kitchen area. Toilet and nappy changing facilities are available and there is an enclosed outdoor play area.

The playgroup is registered on the Early Years Register. Currently, there are 27 children on roll. The playgroup is open Monday to Friday from 9.15am until 11.45am and on Tuesday, Wednesday and Thursday afternoons from 12.45pm until 3.15pm. Children may stay for lunch on these days by prior arrangement.

There are 10 members of staff who work with the children. The majority hold recognised qualifications in childcare or are well experienced. Staff receive support from the local authority. The playgroup is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve ways in which children can be more actively involved during each session in making their own choices and decisions regarding the range of toys, equipment and resources that are available
- create more opportunities for parents to share in children's learning experiences and improve how they make their contributions to the playgroup's self-evaluation.

Inspection judgements

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

The programme for education systematically covers the seven areas of learning effectively so children make good progress towards the early learning goals. Activities are interesting and varied. They take place indoors and outside and help children learn through different experiences. Teaching techniques are strong and adults provide children with a well-balanced range of learning opportunities, including those led by an adult. There are also opportunities for child-initiated play and times when individual children benefit from one-to-one learning support. Good attention is given to spontaneous events, such as asking children to count how many chairs they need around the snack table and estimating if they will have enough.

Adults quickly form strong bonds with children by gaining information from parents about children's starting points. Adults are sensitive during the 'settling-in' period, allowing new

children time to adjust, explore and investigate the environment and learn the routines. There is a secure key person system that mainly involves the two owners and providers of the playgroup who are present at every session. They are competently aided by the other adults, who build trusting relationships with children. It is acknowledged when children show firm attachments to a key person, although all adults work successfully together to support children and meet their individual needs.

Children's progress is regularly monitored and their individual learning needs guide and inform the playgroup's immediate and future planning. Adults ensure they spend time working closely with children to identify their specific interests and future learning goals. This also includes those children who require extra challenge to keep them interested and motivated. Adults recognise the value of effective communication and the importance of children feeling safe, secure and emotionally stable in order to make progress. They involve children in lively conversations and discussions held individually or as a group and provide children with time for one-to-one attention in the designated learning area. Some children ask, 'Is it my time to go into the learning area?' showing how much they enjoy this time and are keen and willing to get involved. Older children show they can concentrate for sustained periods of time, for example, when confidently using the mouse at the computer table to navigate around a musical programme on the screen. Small groups cooperate together as they play, and in the main, children's behaviour is good.

Adults are keen to engage well with parents. Adults provide parents with good access to written accounts of their child's learning journey, including organising coffee mornings to meet and talk informally to parents. Planning is displayed for them to see and there are some events which include them in children's learning experiences. However, these are not frequent enough to be fully effective in making ongoing links between learning taking place at home and at playgroup.

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

High numbers of adults present at each session help children feel safe and secure. Adults are well deployed, particularly to support children as they play and during times when they are entering or leaving the playgroup. This ensures children are well safeguarded but also supports the newest children as they deal with having to separate from their parents. Children, who get upset, quickly settle by finding comfort from an adult they are attached to or getting involved in play activities that interest them. Children attend for a variety of sessions, mostly part time. Adults are very keen to ensure each child has access to the full range of activities and resources and do not miss out by their varying attendance pattern. The main play room is well prepared for them and includes a good variety of toys and activities. However, there are not enough occasions when children can decide for themselves which toys or resources they would like from the full range available which limits opportunities for them to extend their learning.

Since the last inspection, the playgroup has made improvements to the outdoor area and this remains a priority for future development. A vegetable patch is now in place and children are involved in growing and harvesting their own fresh produce. Frequent cooking and baking activities, as requested by children, take place on a regular basis. Sometimes

this involves more complex recipes, such as pastry filled treasure boxes full of fresh, appetising vegetables or simply icing biscuits with the emphasis on children developing precise, small physical skills, such as spreading the icing and sprinkling the topping. Each session, children take part in a physical activity that involves using their bodies in different ways and thinking about the effect of physical exercise, such as increased heart rates and the need for extra fluids.

Routines help children understand about health and safety. For example, they regularly wash or clean their hands, particularly before cooking or eating. When children go out for walks within the local community they wear brightly coloured ponchos to help adults supervise them effectively. Children take part in learning about road safety with the help of local police officers and use appropriate resources to develop their understanding, such as pretend traffic lights and a zebra crossing. Throughout the year events that take place, either routine or special events, are used to help children develop a broader understanding of the world in which they live. They celebrate a wide range of events and festivals, such as a local fair, Chinese New Year, Hanukkah, Bonfire Night and the Olympic Games.

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

The management team sets high aspirations for quality and ongoing improvement. For example, areas for improvement raised at the last inspection have been well addressed and the providers have good ideas for the future. They actively seek the opinions and views of children and parents through, for instance, the introduction of a suggestion box and a written questionnaire. The questions asked form part of the playgroup's self-assessment process but provide limited opportunity for parents to express themselves effectively in their own words and contribute to improving the service.

Adults provide each other with good support and roles and responsibilities are enhanced by access to training and management supervision. The team has attended training for the revised Early Years Foundation Stage and have appropriate documentation in place. This includes recognised information that staff frequently use to assess children's stage of development and is especially used to make sure each one is making appropriate progress across all areas of learning. Information gained is also being used to devise informative progress reports to share with parents of two-year-olds.

Partnerships with parents and other providers effectively support how the playgroup meets the needs of the children attending. For example, local teachers are encouraged to meet the children before they attend school and be aware of the skills and capabilities of the children they will teach. Emergency care is provided for children who require this in negotiation with the children's centre helping to support families in the community when required. The playgroup finds ways to help parents, such as extending opening hours if necessary and enabling children to stay for lunch in preparation for school. Parents are particularly pleased with the introduction of a 'Graduation Ceremony' which takes place at the end of term as older children leave to commence school. Each child wears a hat and cape and is presented with a scroll and a certificate of achievement. Parents are invited to

attend the special ceremony bringing a superb closure to their children's time at the playgroup following a happy and enjoyable experience that prepares them well for school and helps to secure their future learning.

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

314725

Local authority	East Riding of Yorkshire
Inspection number	818991
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	27
Name of provider	Joan Savage and Jackie Holmes
Date of previous inspection	14/09/2009
Telephone number	07711 293624

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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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