

Sudbrooke Pre-School Playgroup

Sudbrooke Village Hall, Scothern Lane, Sudbrooke, Lincoln, Lincs, LN2 2SH

Inspection date

19/11/2012

Previous inspection date

22/06/2009

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

- Staff have good knowledge of the learning and development requirements and how young children learn.
- Staff engage children in well-planned activities that motivate, enthuse and involve all children well so they derive purposeful learning from the experience.
- Children enjoy making their own choices and initiating their own play experiences with friends by inventing games that have particular meaning to them.
- New children settle well and form strong attachments to the staff because the staff are attentive, caring and take full account of children's personal interests.
- Children are articulate, confident and have high self-esteem, which enables them to contribute their ideas to the setting and have a strong sense of belonging.

It is not yet outstanding because

- Systems for working in partnership with childminders who have shared care of the children are not yet fully embedded to ensure consistency and continuity in children's learning and development.

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 had a tour of the premises.
- The inspector observed children and activities in the playroom and outdoor area and completed a joint observation with the manager.
- The inspector spoke to parents and explored their views.
- The inspector sampled policies and procedures and viewed and discussed a selection of children's learning journals, observations, assessments and planning.

Inspector

Anne Barnsley

Full Report

Information about the setting

Sudbrooke Pre-School Playgroup was first established in 1987 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Sudbrooke, Lincolnshire, and is managed by a parent committee. The pre-school serves the local area and is accessible to all children. It operates from the village hall and there is a fully enclosed area available for outdoor play.

The pre-school opens on Mondays from 9am until 12pm and from 1pm to 3pm, with the option of staying for a packed lunch between 12pm and 1pm; and on Tuesdays, Wednesdays and Thursdays from 9.15am to 12.15pm, with the option of staying for a packed lunch until 1.15pm. Children attend for a variety of sessions. There are currently 18 children on roll who are within the early years age group. The pre-school provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications, with one at level 3 and two at level 5. It receives support from the local authority.

What the setting needs to do to improve further

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

- improve the current system for gathering and exchanging information about children's learning and development with other settings by fully including all practitioners who have shared care of the children.

Inspection judgements

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

Staff are skilful practitioners who have strong knowledge of the seven areas of learning and of how to introduce these to children through fun learning experiences. Consequently, they provide a wide range of well-prepared activities that fully support and encourage children's learning. There is a positive balance of child-initiated play and adult-planned activities. Children's learning is enhanced by staff who engage well with children as they play by allowing children to take the lead and contribute their own ideas. This ensures that children have memorable experiences because they learn through things they like and that have meaning to them. Children are very confident and articulate. They make their views known and have clear ideas about how they wish to spend their time. Those children who have attended the setting for a while have formed very close friendships with other children and invent their own games with leaders and followers. Play is extremely cooperative as children work out who is best suited for which role in their games and they discuss and negotiate the purpose of their game and how this will develop. For example, a group of children use the home corner as their base and the dark tent over the other side of the room as the cave where the 'baddies live'. They wait until friends finish doing an activity outside with staff and then form a plan together of how they are going to get rid

of the 'baddies'.

Children who have not been attending long settle well and enjoy joining in alongside children or playing alone with things they have chosen. At this young age they are starting to want to join in games with groups of children, but still find security in their own imaginary world or lone play. Staff recognise the importance of this as a developmental stage and engage sensitively when appropriate. They keep a mindful eye on new children to ensure they are not looking lost, but do not overwhelm children by taking over and directing their play. This is positive teaching as it enables children to find their way with confidence at their own level.

Staff complete regular observations and assessments of the children and use these to plan purposeful activities around children's next steps in learning. They track children's progress well by effectively linking the areas of learning to the development bands for each age range. They know children very well and fully understand each child's interest and preferred learning styles. Key staff complete a progress report for each child between the ages of 24 and 36 months and fully involve parents in this process. This helps to identify, at an early stage, if a child may benefit from specialised support, particularly with their language skills. Parents also contribute to the initial assessment of children's starting points on entry to provide a baseline from which to monitor their progress. Parents have access to their children's learning journal at any time and contribute observations from home. This allows staff to take account of a wider range of experiences each child has outside of the setting. This helps children to feel valued and secure as staff talk to them about their family, their pets and things that they have done on holiday and at the weekend.

Children demonstrate a positive and keen desire to learn. The environment is set out extremely well each morning to be inviting and interesting to children. As soon as they arrive children eagerly access their chosen resources and become busy and involved. They use the computer to develop their computer skills and understanding of number, shapes, size and letters. Some children are very capable writers and also show a very good understanding of using numbers in a variety of contexts. Children enjoy playing in the tray with dinosaurs, branches, sand and rocks as they invent games with each other. They learn about textures and the different properties of media, such as the difference between wet sand and wet oats. Staff question children well and give them plenty of time to think about their answers and to extend conversations by bringing in their own suggestions. For example, when playing with the oats a child suggests that it would be good to have some cars in the oats. The member of staff immediately facilitates this and they talk about how the oats stick to the wheels much more than the sand does. Children make balls with the oats and describe them as being like snowballs. When the oats dry up a bit children know to add more water to them to make them sticky and more pliable. Children have daily outdoor play and can go outside whenever they wish. They enjoy gardening and growing activities, learn about nature and use the large apparatus and sit-and-ride toys. Children use the whole playing field to run around and get plenty of exercise.

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

The successful implementation of the key person system and effective deployment of staff ensure that all children develop secure attachments. This contributes to the children's well-being and the development of positive relationships. Children happily explore their environment knowing that staff are close by. The staff provide good role models and are deployed effectively to support the children's individual needs. The positive techniques for managing children's behaviour impact on their cooperation during play and independence and build their self-esteem and confidence. Consequently, children behave extremely well and are very helpful, kind and caring. They share their resources with each other and are polite and respectful.

Children are encouraged to explore risk as they use the large apparatus outdoors and the steps and climbing platform indoors. They are confident to have a go and persevere with things until they succeed. They are careful and use their arms to help them balance and they are mindful, when jumping off, of other children who are playing close by. Children show a good awareness of safety, including how to keep their toys and environment safe by helping to tidy away. Staff are good role models to children and prioritise the safety of the environment each day by completing thorough safety checks and making sure the equipment is safely set out. The risk assessments, monitoring of visitors to the setting and good security of the premises ensure that risks to children are effectively minimised.

Children learn about the importance of healthy lifestyles through the provision of healthy snacks and daily opportunities to access the outdoor environment. They develop self-care skills as they help prepare the snacks, cutting up the fruit and making the toast. Children are responsible for setting out their own plates, cups and cutlery and for washing these up when they have finished eating and drinking. Children who wish to can stay for the lunch club before the next session starts in the afternoon. This helps them to learn about, and to develop confidence, with lunch time routines when they move on to school. Children use the bathroom independently when they feel able to do this or staff support them by taking them and helping them with their clothing and hand washing when they are young.

The setting is well resourced, provides a welcoming environment for children, both indoors and outside, and supports their all-round development. Children have access to the continuous provision of resources so they make decisions about their play and become active in their learning. Well-established arrangements for transitions to school are in place through exchange visits and subsequent transition support when children do move on. Strong links are in place with other nurseries that children attend to ensure consistency and continuity in children's learning and development. However, these are still under development with childminders who provide shared care to ensure all children's needs are met.

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

Children are effectively safeguarded because staff attend relevant training and demonstrate a clear understanding of the symptoms of abuse and the procedures for reporting concerns. Written policies for safeguarding children and dealing with allegations made against staff reflect the procedures followed and have recently been updated to

include the relevant new information. Robust recruitment and vetting procedures ensure the suitability of adults employed. In addition, the provision of regular appraisals, staff meetings and some ongoing training supports the development of effective team working. The manager has a good overview of the quality of educational programmes through monitoring the documented observations staff complete. Observations are purposeful and clearly show how staff link the areas of learning to the development bands to raise next steps for individual children.

The manager and staff work well together and have high ambitions for quality. Systems for self-evaluation are reflective and raise precise targets for driving improvements. The setting has successfully met the action and recommendations that were raised at the last inspection and has introduced other improvements that enhance the experiences children have. For example, a variety of further training has been completed, which provides diversity of skills and knowledge within the team, new resources have been obtained and the introduction of large floor books to promote children's language skills in a new way. Parents are included in the setting and support improvements by donating resources, completing surveys to feed back their views, and running the committee.

The manager clearly recognises her role and responsibilities within the setting, which are consistently applied. A good programme of professional development ensures staff improve their knowledge, understanding and practice. This includes encouraging staff to attend additional training and, in some cases, complete online courses. Regular annual appraisals and the monitoring of staff performance are appropriately completed by the manager through observations and ongoing supervision.

Partnerships with parents, external agencies and other providers are mostly well established, with some further work needed for liaising with childminders who provide shared care. The manager attends transition meetings with the school and liaises closely with other settings children attend to complement the delivery of the Early Years Foundation Stage, according to the children's needs. Effective partnerships with parents ensure they are involved in their children's learning and development and are kept well-informed through daily chats and parents evenings. There is a wealth of information on display in the main entrance foyer so that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. They also receive a welcome pack that makes them aware of the pre-school practices and contains information about the Early Years Foundation Stage. Parents interviewed during the inspection provided positive feedback regarding the pre-school. They feel happy with how well their children settle, the good progress they make and how warm and welcoming the staff are. They feel they are kept well informed and that staff are very approachable and helpful.

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	253555
Local authority	Lincolnshire

Inspection number	818451
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Sudbrooke Pre-School Group
Date of previous inspection	22/06/2009
Telephone number	01522 754047

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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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Piccadilly Gate
Store St
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