

Aldergate Pre-School Playgroup

Central Methodist Church, Aldergate, TAMWORTH, Staffordshire, B79 7DJ

Inspection date

28/02/2013

Previous inspection date

11/02/2010

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 keen to explore their environment and enjoy a broad range of exciting activities and outings that significantly enhance their development and progress.
- Children behave well and build positive relationships with adults and each other because they are encouraged to adopt kind and respectful attitudes. They learn about wider world cultures and beliefs through well planned and informative projects.
- Adults know each child very well and provide high levels of support. As a result, young children develop their independence and self-help skills and children with identified needs thrive and progress, within an inclusive environment.
- Adults attend regular training events, which help them to gain a secure understanding of how children learn and develop. This enables them to focus their skills on supporting all children to reach their best potential, through their play and explorations.

It is not yet outstanding because

- Adults do not always evaluate the effectiveness of children's very good shared learning experiences, between the home and the setting. As a result, there is scope to improve this aspect of their work, in order to enhance next steps planning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school room and outdoor learning environment.
- The inspector observed children's learning experiences and safety procedures, during a local outing.
- The inspector held discussions with the manager and other adults working in the setting, about children's play and care routines.
- The inspector checked evidence of risk assessments and the safe supervision of children, during their active physical play.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector looked at children's assessment records and planning documentation; and spoke to adults with designated key person roles and responsibilities.
- The inspector checked evidence of the suitability and qualifications of the staff, the setting's self-evaluation form and improvement plan.
- The inspector discussed how the setting obtains the views of parents and carers, as part of the self-evaluation process.
- The inspector spoke to children and a parent during the inspection, to obtain their views about the setting.

Inspector

Jayne Rooke

Full Report**Information about the setting**

Aldergate Pre-School Playgroup was registered in 2001 and is on the Early Years Register. It is situated in the Central Methodist Church in Tamworth, Staffordshire and is privately owned and managed. The pre-school playgroup serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The pre-school playgroup employs eight members of child care staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school playgroup opens Monday to Friday during term time. Sessions are from 9am until 2.30pm. Children attend for a variety of sessions, including the option to stay for lunch. There are currently 48 children attending who are in the early years age group. The pre-school playgroup 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.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- evaluate the effectiveness of arrangements already in place regarding children's learning experiences between the setting and home, by sharing more information with parents about their child's next steps in learning and development.

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

Adults provide a stimulating and richly-resourced environment that ignites children's interests and fascinations, both indoors and outside. As a result, children of all ages are keen to explore and make choices about what they want to do and play with. For example, young children are happy to potter about between the sand play, the role play area and the outdoor learning environment. They become actively engaged in a varied range of activities and games which help them to learn how to socialise and join in with small and large groups. They show increasing levels of interest in stories, rhymes and music, developing their enthusiasm and creativity. They respond positively to close adult interaction which helps them to focus and concentrate in order to solve simple problems, such as how to fix a sequential jigsaw puzzle together.

Children's understanding of the natural world is inspired through exciting projects, which help them to investigate the lifecycles of small insects and creatures. Adult 'ambassadors' encourage boys and girls to develop their exploratory and investigative senses by setting up exciting role play opportunities. As a result, children keenly observe live creatures, such as crickets and snails in the pre-school 'laboratory'. Their learning is extended through well planned outings to the local 'green', so that they can discover what happens when they set the creatures free to 'live' in the natural environment. Children express feelings of awe and wonder as they watch how the crickets jump onto the leaves and become hidden in the shrubs and hedges. They observe patterns and size and use numbers for counting, as they look at and observe the movements of the insects. They use a variety of tools to enhance their investigations, such as magnifiers, binoculars and cameras. This heightens their fascination and encourages them to use technology equipment for a purpose. Adults skilfully enhance children's learning experiences by engaging children in purposeful conversations. Consequently, children look, listen and talk excitedly about what they see and hear as they discover wiggly worms in the grass, hear birds singing and feel the texture of the bark on the trees. This enhances children's curiosity and interest in the world around them and helps to develop their skills and abilities across each area of learning. As a result, children develop strong skills which prepare them well for their next stage of learning.

Children with identified needs receive optimum levels of support from key adults, who are extremely knowledgeable about each child's background and circumstances. This ensures that all children take a full and active part in all aspects of the provision. For example, Polish speaking adults know about and use children's home language in their everyday play and routines. This ensures that children who speak English as an additional language make good progress in their speech and communication. Furthermore, children develop a good understanding of spoken English as their learning is translated effectively. Adults holding designated responsibilities for inclusion, develop highly effective relationships with all those involved in each child's care. This ensures that early interventions are very successful and as a result, children make good progress relative to their starting points.

Adults introduce interesting opportunities for parents and carers to support their child's learning at home. For example, children take home the pre-school teddy bear to share in their lives and adventures. This encourages children and their parents to talk and write about what they do outside of the setting. However, there is scope to enhance children's learning and development by evaluating the effectiveness of these shared experiences and using them to inform next steps planning.

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

Children develop strong and trusting relationships with adults in the setting, which helps them to settle and separate happily from their parents. Adults act as good role models, treating children with sensitivity and kindness. Children learn about diversity and difference as they find out about the lives and cultures of people from around the world. They hear and speak languages other than English, expanding their sense of community.

This helps children to gain a good understanding of how to behave and to develop respectful attitudes towards others.

Young children are supported very well by each adult, giving them the confidence to manage their self-care routines with increasing levels of independence. As a result, they begin to recognise their toileting needs and join in with cafe-style meals and snacks when they are hungry, developing their physical and bodily awareness.

Older children understand the importance of good hygiene and know that they must wash their hands after handling the small creatures outdoors, to prevent germs getting into their tummy. They practise safe procedures as they walk carefully along the narrow path by the road. They understand that they must wait for the green pedestrian light to come on, before they can cross the road, and must stay close to a trusted adult when they are in a public place.

Children are provided with nutritious snacks, such as fresh fruit and salad, which they thoroughly enjoy. They benefit from continuous outdoor provision, which gives them access to regular fresh air and exercise. They are physically active during robust indoor games, where they learn how to move their bodies in different ways; and how to use small and large play equipment safely and with care. As a result, children develop positive attitudes towards a healthy lifestyle and know how to keep themselves safe.

The indoor and outdoor areas are well organised, overall, providing children with varied and exciting opportunities to play and explore. Cosy areas provide a comfortable and quiet space for rest and relaxation, if children wish to look at books or concentrate on a self-chosen task. Preparations for children transferring to school and other settings are well-established, leading to smooth transitions and continuity in children's care and learning.

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

Adults demonstrate a secure understanding of how children learn and develop. They plan a broad range of learning experiences that excite children's curiosity, developing their willingness to participate and explore. Adults undertake close observations and assessments of each child's prior skills and knowledge on entry to the setting, which helps them to support each child's continuous development very well. Partnerships with parents, carers and other supporting agencies are effective in most areas, although, there is scope to explore further the value of shared learning experiences, between the home and the setting. Children's individual abilities and needs are closely monitored, leading to high levels of support and intervention to enhance their life skills and learning. As a result, all children make good progress towards the early learning goals.

Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the setting are closely monitored and assessed for suitability. This inspection took place following two recent notifications of

accidental injuries to children falling over and off resources. Adults have completed a thorough risk assessment review of the safety policy for managing children's physical play. This has resulted in strengthened procedures to evaluate the safety and supervision requirements, when children are involved in active games.

An effective appraisal system is used to determine the training and development needs of each adult, leading to a strong culture of continuous professional development. For example, adults recently attended training to find out how to encourage boys to engage in role play, in order to enhance their active learning and develop their communication skills. This results in a strong focus on scientific explorations; which inspire boys to develop their curiosity and interest in the natural world, through their imaginative and investigative play.

Self-evaluation is effective, taking into account the views of parents, carers and their children and all adults working in the setting. Parents speak positively about the setting and are pleased with the progress their children make in their learning and communications. Information from external advisors is utilised very well to inform plans for future development. This leads to a meaningful action plan to bring about further improvements to children's learning opportunities; such as the introduction of more information technology resources for children to use in their everyday play. The manager leads a reflective culture of self-review, identifying key responsibilities within the staff group to enhance their professional skills and abilities. Consequently, adults feel valued and supported, leading to strong relationships within the setting. This benefits children's learning and emotional well-being.

Recommendations from the previous inspection have been successfully addressed. As a result, the setting have improved procedures for the safe storage and secure transfer of confidential information, in line with Data Protection Act guidelines. They have introduced a cafe-style routine for snack time, so that children can help themselves to a drink and something to eat when they are ready. Children are prepared for changes in the daily routine, because they are introduced to 'safe person' visitors to the setting. This helps children to feel safe and reassured in the company of unknown adults.

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 action. 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	218082
Local authority	Staffordshire
Inspection number	904565
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	48
Name of provider	Ann Oughton
Date of previous inspection	11/02/2010
Telephone number	07979 898253

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

