

# Tetney Pre-school Playgroup

Tetney Primary School, Humberston Road, Tetney, GRIMSBY, South Humberside, DN36 5NG

## Inspection date

Previous inspection date

19/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 interaction with children is based on a secure understanding of their individual needs and is, therefore, well targeted. Consequently, children make good progress towards the early learning goals.
- Systems for assessing children's progress are robust, therefore, gaps are quickly identified and appropriate action taken is effective in closing them.
- Children are secure and happy because they form strong attachments with staff. They develop a strong sense of themselves as part of the setting community and are concerned for each other's well-being.
- Children's behaviour is good because they are taught how to explain their needs and feelings to each other and agree solutions.

### It is not yet outstanding because

- There is scope to improve the implementation of some adult-led activities to encourage children to explore their own exciting ideas, by focusing on learning through play and minimising direction.
- Strategies for engaging with all parents, including those who are reluctant to contribute, are not yet highly successful when establishing children's prior learning on entry to the setting.

## 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 main playroom and outdoor play area. She talked with staff present and interacted with the children.
- The inspector and manager undertook a joint observation and discussed this together.
- The inspector had a prolonged discussion with the registered person and sampled documentation, including evidence of staff suitability, children's developmental files and policies and procedures.
- The views of parents spoken to during the inspection were taken into consideration.

## Inspector

Elisabeth Wright

## Full Report

### Information about the setting

Tetney Pre-School Playgroup has been operational for over 40 years. It re-opened in 2012 when it moved to new, purpose built premises located within Tetney Primary School, in Tetney, North East Lincolnshire. It is registered on the Early Years Register and is managed by a committee. The setting serves the local area and is accessible to all children. There is a fully enclosed area for outside play.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications, three at level 3 and one at level 2.

The setting opens Monday to Friday term time only. Sessions are from 8.45am until 2.45pm. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- further enhance good teaching practice by increasing the focus on playful learning when planning adult-led activities, in order to extend the opportunities that children have to explore their own ideas
- strengthen further the partnerships between parents and key persons by developing early communication that securely establishes children's skills, knowledge and understanding prior to their starting at the setting, in order to heighten the successful involvement of all parents in contributing to their child's learning.

## Inspection judgements

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

Children in the setting make good progress towards the early learning goals because staff have a secure knowledge and understanding of the Early Years Foundation Stage. Staff work well together as a team and share appropriate information. This means that they know every child's learning styles and current aims and adapt their interactions to successfully meet the children's individual learning needs. For example, while the more exuberant children eagerly join in with group activities, a member of staff ensures that quieter children receive support and interaction as they engage in more reflective play.

One child who is building with a construction set is joined by a member of staff who builds alongside the child, inviting them to share their ideas and modelling building techniques which the child then copies. She introduces new words to support the child's communication skills and developing vocabulary and enables them to practise these by listening attentively to what they are saying and expressing her delight in the model they are making. Adult-led activities are planned well and cover all areas of learning and development. Staff explain to the children what the aims of the activities are, ensuring that have a clear understanding of what they are doing. However, teaching during these activities is, occasionally, over-directed, which then lessens opportunities for children to engage in purposeful play and explore their own ideas, while benefitting from adult guidance to promote focussed learning.

Children's progress is monitored and assessed well. Staff use the age bands in the 'Development Matters in the Early Years Foundation Stage' guidance to accurately establish each child's level of development and plan well-targeted learning aims and activities. Consequently, action is taken quickly to identify and close any gaps in children's learning and development. Progress checks at age two are shared with parents and health visitors to promote a unified understanding of each child. Relevant information on children's learning and development are sought through 'All about Me' booklets which parents complete when children first start at the setting. This is built on by the early observations staff make to fully understand their learning styles, interests and achievements. However, methods for obtaining this information are not always highly successful, as not all booklets are returned promptly from parents before children start. This means for a few children information is that of the key person's own observations and the subsequent conversations they have with parents.

A range of printed words and labelling in the playroom helps children to understand that print carries meaning. Older children learn to link written letters with sounds as they enthusiastically join in with a group activity, where they competently work out the letters they need to spell simple words, such as 'pig' and 'ant'. Younger children benefit from watching this and become enthused to try to write their own names on the pictures they are drawing. Planned activities follow children's own interests, extending these through a range of activities and opportunities which they are excited and keen to join in with. A recent event of wind turbines being installed opposite the setting is being used effectively to explore wind power. One child blows on a toy windmill and discusses with a member of staff how it moves, noticing with guidance that when the child blows harder it moves faster because there is more wind power. Children develop vibrant imaginations as they invent role play situations and storylines. When they set up a petrol station in the garden for the cars, staff skilfully introduce concepts of numbers and early writing skills as they make tokens for the children to pay for the petrol. Children competently use a computer and further extend their understanding of technology. For example, as staff use the opportunity of a large space rocket the children have made out of boxes as a dark space to use torches and glow sticks.

Children are happy and secure in the setting. Staff make strong attachments to them and know them and their families well. Consequently, children develop a perception of themselves as part of a community, which enhances their feelings of well-being and a sense of belonging. The setting is equipped with a wide range of equipment and resources, which are made accessible for children to make their own choices in play. The organisation of the playroom creates areas where children have enough space to develop their play. A child playing with small world people and horses concentrates on their play, as they spend time carefully lining them up and making small adjustments to make sure they are exactly how they want them. The child sits back to view their efforts with obvious satisfaction.

Behaviour in the setting is good because children benefit from a calm atmosphere. Staff provide them with good role models and offer clear explanations and expectations of behaviour. When children know snack is nearly ready they take responsibility for tidying the table they need, carefully putting toys away in the correct boxes. Children's communication skills are developing well, therefore, they can articulate their feelings calmly and negotiate agreed solutions. A child who returns to the garden, after being reminded they need their wellington boots, finds another child is using the car they were playing in; they explain to this child why they left it and together the children agree a strategy for sharing.

Children are given frequent opportunities to choose between indoor and outdoor play, which means that they benefit from fresh air and exercise throughout the session. The thoughtful planning of the outdoor area ensures that all areas of development are covered in a stimulating environment which supports children who learn best outdoors. Staff discuss healthy packed lunch options with parents and provide suggestions which enhance children's enjoyment of a healthy diet. They develop their skills and understanding of caring for their own needs as they help themselves to a healthy snack of fruit and are supported to pour their own drinks.

Children are aware of how to keep themselves safe and healthy and remind each other, or bring situations to the attention of staff when they are concerned for their friends' well-being. One child urgently seeks a member of staff's attention to point out that one of the younger children has come outside without a coat. Embedded routines and explanations support children's developing understanding of hygiene. When they are offered snack they immediately go to the bathroom and wash their hands thoroughly with soap. Staff give consistent reminders to encourage children to stay safe during their play. Emergency evacuation is practised regularly and planned to ensure that children new to the setting are familiar with the procedure and develop an awareness of how to stay safe.

Strong links with the host school are highly effective in supporting children's transition into the next stage in their learning. The older children join in with assembly in the school assembly on Fridays, which familiarises them with a school routine and culture. Nearer to transition time they experience school playtimes in the playground, supported by their own, familiar staff.

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

The committee provide good leadership and management of the setting. Policies and procedures are reviewed regularly in team meetings, to ensure that these are embedded in staffs' understanding and practice. Therefore, staff confidently describe the procedures they need to follow if they have concerns about a child's safety and know who to report any safeguarding concerns to. All staff have a comprehensive induction to the setting to familiarise them with practices and procedures. Ongoing supervision and appraisal systems include observations of staff practice by the management committee. Any training needs are clearly identified and acted upon, building on staff strengths and addressing areas for development. Consequently, children benefit from the continuous improvement of the setting. Recruitment procedures are robust and ensure staff are suitable and qualified to work with children.

Tools for regular monitoring the educational progress of the group as a whole are very effective in guiding staff to areas of concern, both for individual children and for any particular groups where these areas form a pattern. Staff, parents and children are involved in ongoing evaluation of the setting. For example, newsletters include returnable slips inviting parents to assess one aspect of the setting each time. This enables the committee to focus on specific areas and plan well-targeted improvements. Children are asked for ideas when new equipment is purchased. Therefore, they feel involved and part of the setting community.

Close local links with other providers ensure that information is shared appropriately that supports consistency for children who attend more than one setting. This includes other schools in the locality that children are moving onto. Brochures, which include photographs of the settings, are exchanged between providers. This means children can discuss and compare the different arrangements for playing, learning and eating with their key persons. This promotes their sense of belonging and cohesion across the range of their experiences throughout the week. Parents spoken to have a high regard for the setting and express they feel well informed about their child's care and activities.

## 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

<b>Unique reference number</b>	EY455239
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	890133
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Tetney Pre-school Playgroup
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01472 811176

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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, 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.

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