

# Pulloxhill Playgroup

Pulloxhill Lower School, Fieldside Road, Pulloxhill, BEDFORD, MK45 5HN

## Inspection date

03/07/2013

Previous inspection date

06/11/2008

## 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

- Thorough assessments of the children's needs and interests means that staff are able to plan a range of activities that capture their attention. This contributes to children being enthusiastic about their play and helps them develop a positive attitude to learning, in preparation for their future learning and transitions to school.
- Children are settled and secure because they form close bonds with their key person and all the staff who know them well. This means that children's individual needs are met and that they enjoy their time at the pre-school.
- Strong partnerships with external agencies ensures that all children receive targeted support and interventions to promote their learning and meet their individual needs.
- The manager and staff have good experience and knowledge of the Early Years Foundation Stage enabling them to effectively maintain children's safety and wellbeing.

### It is not yet outstanding because

- Children are not always fully encouraged to make consistent use of number names and number language in routine activities, meaning that their mathematical understanding is not always totally enhanced.
- Parents are not always able to take a full and active role in their child's learning because they are not consistently encouraged to share information about their children's learning at home. Therefore, children's development is, sometimes, not optimally supported.

## **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 all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

## **Inspector**

Susan Ennis

## Full Report

### Information about the setting

Pulloxhill Pre-school was re-registered in 2008 and is on the Early Years Register. It is situated in Pulloxhill Lower School in Pulloxhill, Bedfordshire and is committee run. The pre-school serves the local area and is accessible to all children. It operates from two classrooms within the school and there is a fully enclosed area available for outdoor play.

The playgroup employs seven members of child care staff. Of these, six hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday during school term-time. Sessions are from 9am to 12pm and from 12pm to 3pm. There is also a lunch club from 12pm to 12.30pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The 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 educational 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:

- enhance children's routine use of number names and number language by giving them more reason and opportunities to count, for example, during registration
- strengthen the partnership with parents by enhancing the already good ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward so that parents can more effectively share in their child's learning at home.

## Inspection judgements

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

Staff at the pre-school are experienced in complying with the requirements of the Statutory framework for the Early Years Foundation Stage. They have a good understanding of how young children learn and play and use this knowledge to support children's progress and school readiness. For example, they provide a range of resources that encourage children's thought processes and problem solving. During water play, children realise that the sieve they are using is letting out the water. They look around and find a container without holes and describe this as being 'much better'. When some

children show a limited interest in making marks when in the classroom, staff provide a large white board and marker pens outside. This stimulates the children's enthusiasm and is soon being well used to enhance their writing skills.

The staff get to know the children very well and can, therefore, support children's development in most of the areas of learning. They also make, mostly, effective use of day to day routines to encourage children's progress. For example, children's language skills are developed as they look for their named coat peg on arrival at pre-school. Their sense of self is further encouraged as they listen for their name at registration, confidently answering 'I'm here' when their name is called. They discuss the day of the week, the month and the weather, building their understanding of the world around them. They also discuss the fact that as it had been raining the day before, sitting on the grass outside might not be a good idea. However, children are not consistently encouraged in their use of numbers in everyday activities. For example, at the end of registration staff count the number of children present instead of asking the children to do it. When children offer their help at lunch time, staff again count the plates rather than asking the children to, meaning that children's mathematical development is not continually fully supported.

Staff use detailed assessments of the children's needs and interests to plan a range of activities that capture children's attention. Information from parents at the start of the placement helps staff to identify children's initial starting point. Further use of observations, photographs and examples of the children's work helps staff to effectively track children's progress and to plan for their next steps. For example, children's skills in making relationships with others are encouraged as staff suggest that rather than sitting on the seesaw alone they might like to use it with another child. Both children start to make the seesaw move and there are soon lots of smiles and laughter from all involved. Children with special educational needs and/or disabilities are very well supported, for example, picture cards help them make independent choices about their play. They are appropriately supported by staff throughout the sessions and this enables them to participate in the activities in a meaningful way alongside their peers. Similarly children with English as an additional language are also effectively encouraged. For example, staff complete a daily book recording the activities the children have enjoyed for the parents to discuss with them at home. This promotes the children's language skills and helps them understand that they can use their home language as well as English with their parents.

Staff develop trusting and, mostly, effective partnerships with parents. On-going interaction with staff and invitations to participate in the sessions ensure that parents are kept positively informed about their children's time at the pre-school. Staff also work hard to ensure that all parents receive this information. For example, staff send regular emails about children's progress to those parents, who due to other commitments, are unable to regularly visit the pre-school. However, there is scope to further strengthen the partnership with parents to engage them more in sharing information about their children's learning and achievements at home. This information can then be used to plan for children's next steps and to complement their future learning.

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

Children form secure and close bonds with all the staff at the pre-school and a key person system ensures children's individual needs are met. This helps the children feel settled and confident and builds a good basis for their future learning. Children enjoy their time at the pre-school and demonstrate this as they confidently show staff their newly pierced ears and talk about their recent trip to visit relatives. Mostly, good partnerships with parents ensure that they are kept up to date about the day to day running of the pre-school and that all relevant information is shared. For example, staff thoroughly discuss children's individual care, ensuring that they are fully able and confident in catering for and meeting all the children's specific needs.

Children are learning the expectations with regard to behaviour because the staff act as good role models and are consistent in their approach. For example, children are sensitively reminded to use their 'little voices' at lunch time and remind each other that they must stay sitting down when eating. Children make good friendships with each other and the staff. They automatically welcome each other and the staff on arrival and thoughtfully identify who is not present for registration. This confidence and positive approach to learning and the pre-school helps in preparation for the children's transition onto school. This is further supported by them having daily access to the reception classroom adjoining pre-school enabling them to get used to the environment before their move into school. They attend special events at the school, such as, Harvest Festival and the Christmas play and the teachers regularly visit them in pre-school. Staff discuss the move with the children and help to build the children's familiarity and confidence in the changes ahead. For example, they show great interest in hearing feedback from the children about their visit into school and attendance at assembly on the day of inspection.

Children are offered on-going opportunities to build their independence and to develop their understanding of a healthy lifestyle. A rolling snack encourages them to decide when they would like some refreshment and support from staff helps them to gain the skills to pour their own drinks. Staff talk to the children about healthy eating and that, for example, eating their fruit at lunchtime will give them the energy they need to enjoy their afternoon of play. A varied range of activities encourages the children's physical development and enjoyment of the fresh air. They actively bounce on the trampoline, ride the scooters and move their bodies to make the wriggle bikes move. Staff also actively join in with children's play. An impromptu exercise session involves the staff and children jumping around, patting their legs and heads and learning that when 'stop' is called, this is what they must do. Children are learning about their own safety as they discuss the use of scissors while playing with the pretend doctor's kit. They also learn that dancing too near to the chairs might cause an accident. They also enthusiastically enjoy visits from the emergency services, including the fire service that left a child-size fireman's outfit for them to use in the role play area.

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

The pre-school's arrangements for safeguarding are comprehensive and ensure that children's welfare is effectively prioritised and promoted. For example, there are strict procedures in place with regard to the use of mobile phones and social network sites that

staff adhere to. Staff have a detailed understanding of the procedures to follow with regard to maintaining the safety of children and nearly all of them have attended additional training to improve their knowledge. The effective recruitment, induction and performance management systems in place ensure that staff strengths are valued and that targets and further training are set from identified areas for improvement. Regular staff meetings and day to day interaction ensure that all staff are kept up to date with any changes that take place. All staff work together to ensure that they are meeting the requirements of the Statutory framework for the Early Years Foundation Stage, therefore, ensuring that they are effectively promoting children's welfare and development.

The staff team at the pre-school set high aspirations for the children and their practice. On-going interaction and regular questionnaires encourage parents to share their views about the pre-school. Staff work effectively together to accurately identify priorities for improvement and are pro-active in implementing their ideas for change. For example, during the summer holidays a window is being placed in the outdoor area fence. This will enable the children to safely watch the horses and wildlife in the adjacent field, enhancing their understanding of the natural world. All staff are involved in the monitoring process and work in support of the pre-school and each other to improve their practice and the impact on the children.

The manager and staff work together to ensure that they are meeting the children's individual care and developmental needs. Clear records are kept of children's learning and staff use their good understanding to support children's progress and well-being. The manager has a secure overview of the educational programmes. She regularly monitors the activities provided and ensures that staff are effectively supporting children's learning. Staff at the pre-school liaise closely with a range of professionals and work together to support all the children and their families. They also build trusting relationships with parents to enable them to play a, mostly, active role in their children's learning. Therefore, children enjoy their time at the pre-school, growing in confidence and securing their future progress.

## 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>	EY371595
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	873752
<b>Type of provision</b>	
<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>	29
<b>Name of provider</b>	Pulloxhill Pre-School Playgroup Committee
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	01525 720426

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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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