

# Smalley Pre-School Playgroup

Church Hall, Main Road, Smalley, ILKESTON, Derbyshire, DE7 6EF

<b>Inspection date</b>	18/07/2013
Previous inspection date	29/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 feel safe and secure in the pre-school because they operate a good key person process, which helps children to form secure attachments.
- Staff provide children with a wide range of interesting and stimulating activities to help them make good progress.
- Management is strong and there is a clear motivation to develop the pre-school, in order to improve children's learning.
- Strong and trusting partnerships with parents have been developed and there are effective procedures in place to share information.

### It is not yet outstanding because

- Staff do not fully extend children's communication and language skills or introduce specific words linked to the context of their play, so that they can fully express their language and talk about their experiences.
- Staff do not make books about special events in children's lives or pre-school, to enable them to expand their language skills and begin to learn to read by 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
- 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.

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 held discussions with the manager, deputy manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and snack times.
- The inspector looked at children's assessment records, learning journal records, and planning documentation.
- The inspector held a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the pre-school's policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Smalley Pre-School Playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It opened in 1992 and is run by a committee. The pre-school operates from the church hall in Smalley, in Derbyshire. The pre-school is open each weekday from 8.45am to 11.45am during term time. All children share access to an enclosed outdoor play area.

There are currently 30 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions. The pre-school receives funding for, two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. There are six members of staff, all of whom hold appropriate early years qualifications to level 4 and 3. The pre-school 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:

- enhance children's communication and language skills, by, taking opportunities to talk in depth to them about what they are doing, ask hold purposeful conversations and introduce specific words linked to the context of their play, so that they can fully express themselves and talk about their experiences
- increase opportunities for children to make books, so that they can talk about events in their lives and pre-school or 'read' by themselves, for example, 'Our first day at pre-school' or 'Our trip to the farm'.

## Inspection judgements

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

Children enjoy their time at this friendly and welcoming pre-school. They clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. They explore and play displaying good levels of independence and demonstrate a strong attitude towards learning. Staff have a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Parents provide information about their children's likes, dislikes and capabilities, before they start pre-school. Staff use this information effectively to form the children the 'starting points'. As a result, children settle into pre-school life quickly because staff can provide for their individual needs from when they start pre-school. Staff continue to teach, observe and assess the children while they play.

They analyse the information they gather and use it efficiently to prioritise children's learning and inform their future planning. As a result, children are challenged well and making good progress towards the early learning goals. Children with special educational needs and/or disabilities are wholly included in this process and make good progress given their starting points. Furthermore, staff are fully able to identify any gaps in their learning quickly enough and to accurately complete the 'progress check at age two' when necessary.

Parents are involved in their children's learning and staff provide opportunities for parents to extend their learning at home. For example, staff have sent home sheets, asking parents to help their children find different shapes in the environment. Parents have opportunities to look at their children's learning records, which contain observations of their children taking part in activities. This shows parents what their children have been doing while at pre-school and enables them to further support their learning at home. They have commented 'that they are very happy with their child's progress' and 'my child is doing extremely well here'.

Children are enthusiastic and keen to learn, demonstrating the characteristics of effective learning. Staff are actively engaged in children's play, offering opportunities for them to explore and investigate using a variety of tools and equipment. For example, children handle the paintbrushes effectively to create pictures, such as rainbows. They express pride in their achievements as they smile when praised and return to the activity with great excitement. Staff teach communication and language skills generally well by asking open-ended questions and talking to the children. However, the conversations are short and do not go into detail about what the children are doing or fully extend their learning. For example, children playing in the sand are making cakes and using gems to decorate them. Staff ask them what they are doing, which the children tell them, but staff do not extend the conversation by introducing new words, such as sparkling and glistening gems, or asking what flavour the cake is. As a result, children's language skills are not broadened enough, to help them fully express their language.

Children have many opportunities to handle books and enjoy the opportunities to sit cosily with staff in small group and whole group story time. Staff model reading a book well so that children are interested and understand about turning pages and that print carries meaning. Story time is split between two groups the younger and older children. Staff use props and puppets with the younger group to help them concentrate and listen. Children sing nursery rhymes and have great fun with action rhymes. These activities along with learning to write their names and shopping lists help children to develop their literacy skills efficiently. In these activities staff successfully promote children's positive attitudes to learning, which prepares children well for their future learning, which is normally school. However, staff have not made books with the children about events in their home life or pre-school, to help them talk about their experiences and extend their language skills.

Staff promote children's physical skills well on a daily basis, both indoors and outdoors. Children complete puzzles, build constructions, and use tools to make models. For example, while making a robot, children use good handling skills and problem solving skills, as they spread glue, hold the boxes together, and carefully place eyes on the robot.

Children use large play equipment outside, to enhance their movement skills. They learn to climb, balance and run around using bats and balls effectively. They use a small trampoline with support from a member of staff showing good control and coordination of their bodies. Children learn mathematical skills effectively through everyday play. They count to 10 when jumping on the trampoline and staff use mathematical language, such as big and bigger when building towers. They use money when using the electronic till, play number games and sing counting songs. These skills are reinforced as children use the computer to play match numbers and words. This also aids their information and communication technology skills, as they negotiate the mouse effectively.

Children enjoy being outside and they have planted seeds, which helps them to learn about the natural world. Children have opportunities to express their creativity and imagination well. For example, they have made a train and pretend to be train drivers and passengers. They buy tickets and ice cream from the shop before they enter into the train and thoroughly enjoy going to 'London, Manchester and the seaside'. Children are fully engaged in this opportunity, sharing the toys and cooperating with each other very well.

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

Effective key person processes and procedures for working with parents help to ensure that children are secure and can build good relationships with staff and each other. As part of the process, children and parents are invited for visits before they start the pre-school, so they can meet their key person other staff and children. Staff show warm affection for the children and encourage the children to show caring attitudes. Children show their confidence and have clearly formed secure attachments. Staff are positive role models. They set good examples to children and encourage them to be helpful, kind and polite. They are respectful of people's differences, as they explore their own cultural festivals and those of others through planned activities. For example, children participate in celebratory events, such as the Chinese New Year, which helps them to explore people and communities. Children enjoy making snakes, participating in a dragon dance and eating noodles. They engage in regular social activities, which help them to develop an effective awareness of different people in the local community.

Children are well behaved and they are well motivated. Staff offer children simple explanations so that they can begin to understand the consequences of their actions. They are encouraged to share the resources and to include others in their play. They work well together and are keen to take on responsibility. For example, they enjoy helping to tidy up. The environment is well organised and set out. The learning environment is spacious, well ventilated and safety covers protect the children from the radiators. Resources and toys throughout the pre-school are of a high quality and cover all seven areas of learning effectively. Staff rotate the toys regularly taking children's interests and next steps into account. Children have access to the toys and resources, which are at their levels, labelled and easily accessed. This helps children's growing independence. This is further aided as children pour their own drinks and help themselves to food at snack time. To increase and aid their self-help skills children are encouraged to wash and dry their hands before snack and after being to the toilet or playing outside. Staff have produced visual aids in the bathroom to show children how to wash their hands effectively and they support younger

children well.

Children gain a good understanding of the importance of healthy lifestyles. For example, during snack children discuss which food is good for you to eat and why it is important to eat a balanced variety of food types. Staff use popular books about caterpillars and fruit to explain about eating too much food. They gain an awareness of the importance of exercise and physical activity as they participate in daily outside play and participating in musical exercise and enjoy running around in the fresh air. Staff help children develop a good understanding of safety. They use the daily routine to explain the dangers to children. For example, not throwing sand in case it goes in someone eyes and putting sun cream on to protect them from the sun. They part take in regular fire drills, which help children to understand how to keep themselves safe in an emergency.

Children's transition to school is sensitively organised to provide the children with smooth moves into full time education. Staff liaise with teachers from the feeder schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. This is also applied to other places that children attend. Staff has set up communication books with these establishments to aid continuity of learning and care. Staff recognise the value of meeting up with staff from other early years organisations that children attend and the importance of assisting children's transitions to school.

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

The manager and her team have a good understanding of their responsibility to comply with the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to keep children safe. Policies and procedures, and other documentation successfully promote children's welfare. These include, accurate attendance records, detailed accident procedures, with completed accident records. Comprehensive risk assessments cover the premises, aspects of children's play both indoors and outdoors and outings. Staff are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Recruitment procedures are rigorous and conducted by the committee to ensure staff suitability. They include full checks from the Disclosure and Barring Service, a thorough induction process and a three month probationary period. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. To continue to check the suitability of staff, including the manager, staff complete an annual suitability form, which asks if they have any new convictions, about their health and changes in their relationships.

Purposeful reflective practice takes place; the whole team, including parents, are working together to drive for improvement. Even though self evaluation is in its early stages, staff have already identified their strengths and weakness and begun to improve the pre-school. Therefore, improving the quality learning and care for children. For example, they identified that the book area need improvement. Now there is a cosy area with a good selection of books, helping children to use books more frequently. Staff have successfully completed their recommendations from the previous inspection well. The manager

monitors the educational programmes and reviews the planning for individual children. This process is robust enough to ensure children make good progress. To monitor the staff's performance, the committee conduct annual appraisals where staff discuss their professional development and training. Staff supervisions are in place and help to establish good staff performance. Both these events have identified training for all staff and management have put together a training programme which will help to improve the quality of care and learning for children over time.

The pre-school has very strong partnerships with parents, which effectively promotes children's welfare and learning. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the pre-school in testimonials, especially the friendliness and commitment of the staff. Newsletters, communication books, noticeboard and verbal exchanges make sure parents are kept up-to-date with the events at the pre-school. Parents comment that they have many opportunities to talk to staff at pick up times and are well informed about what is going on in the pre-school. Parents are valued and their views are sought and acted upon. Information is shared with them daily. Parents are happy with the pre-school and comments received are positive. They say that staff are supportive, caring and provide help and advice. Parents enjoy social events, such as 'the children's graduation' and fundraising for charities. Policies and procedures are readily available. Secure partnerships are in place with other agencies and the other settings the children attend, to ensure continuity of children's care and learning.

### **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 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>	206856
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	915352
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Smalley Pre-School Playgroup Committee
<b>Date of previous inspection</b>	29/03/2010
<b>Telephone number</b>	01332 781283

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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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