

Kinver Pre-School Playgroup

Edgecliff County High School, Enville Road, STOURBRIDGE, West Midlands, DY7 6AA

Inspection date	15/07/2013
Previous inspection date	13/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children arrive happily at pre-school and separate from parents easily as staff warmly welcome children by name and with plenty of smiles to reassure them.
- Staff work well with other professionals and external agencies. This ensures that children receive the support they need to make progress and their transition to school is smooth.
- A fair selection of good quality resources are available and, as a result, children's exploratory skills are reasonably promoted as they develop their child-led play.

It is not yet good because

- Children are not always supported to make the best possible progress when they start, as staff do not conduct a baseline assessment on children's entry.
- The monitoring of the quality of teaching and assessments lacks rigour and, as a result, children's progress is not always effectively supported.
- Staff do not always make use of daily routine tasks. As a result, children's self-care skills are not fully extended.
- Self-evaluation is not fully used effectively to best identify areas for development and improvement, as parents views are not included to fully support improvement.

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 children's activities, both inside and outside.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at documentation including staffing information, children's records and learning journeys, and a selection of policies and procedures.

Inspector

Lesley Bott

Full Report

Information about the setting

Kinver Pre-School Playgroup was registered in 1992 on the Early Years Register. It is a registered charity managed by a voluntary committee made up of parents of children at the pre-school. It is situated in a classroom in the main building of Edgecliff High School in Kinver, Staffordshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two at level 6. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 11.50am and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 32 children on roll who are in the early years age group. The pre-school provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that ongoing assessment is accurate and precise, for example, by obtaining information from parents about children's starting points on entry.

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

- increase the consistency of evaluation of children's profile information to ensure better monitoring and tracking of children's progress
- ensure that resources and equipment are available to help develop and extend children's self-care skills further by, for example, encouraging them to prepare food for snack time, pour their own drinks and serve themselves
- develop a clear plan to demonstrate a drive for improvement, by taking into account the views of parents and carers.

Inspection judgements

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

Staff generally provide a variety of interesting activities to promote children's learning, and as a result they make satisfactory rather than good progress in their development. Staff plan activities based on their knowledge of the children and some observations. For example, they include specific learning activities to promote individual children's needs. Following on from a child's interest in the dolls and babies, the children have opportunities to explore their surroundings and to develop their imaginative play. They access the resources in the home corner and concentrate on putting the babies to bed, or tucking them into the pushchairs or car seat to go out to the shops. This demonstrates children's active learning and their understanding of the daily routine in the world around them. However, staff do not complete a baseline assessment on children when they first start to find out what they know and can do. In addition, some staff do not consistently observe their key children and use this information effectively to plan for the next steps in children's learning. This means children make satisfactory instead of good progress. Staff discuss children's progress with parents and encourage further learning at home, for instance, informing them of the letters and sounds planned for that week. As a result, staff and parents have a shared approach to ensure children get the support they need.

Children have opportunities to develop their small muscle skills and good control in using one-handed tools during the pre-writing phase. Staff remind the children to self-register as they independently find their name card, and use this as an aide to sign in themselves in on the wipe board when they arrive for the session. These activities help in the children's readiness for school. A consistent and age-appropriate process is in place to move older children into the afternoon session of the pre-school to help with their transition to school. Planned activities are more challenging for the children, and help support them in school readiness.

Teachers from local schools visit the setting every year to meet the children. As a result, their awareness of what to expect when they leave for school is raised positively. This year a selection of the children's artwork and paintings have been taken by the nursery teacher to be displayed in their classroom in September. This ensures children's self-esteem and confidence are promoted in the transition from pre-school to school.

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

Flexible settling-in sessions are offered to parents, which are based around the individual children's needs. For example, parents are invited to stay during initial sessions if required. Children know who their key person is and they are able to form suitable bonds and attachments to help them settle quickly from the start. This ensures that transitions from home to the pre-school are managed sensitively and children are able to separate smoothly from parents.

Staff praise children frequently as they attempt to complete tasks, and they give clear guidance about acceptable behaviour. For example, children are encouraged to apologise to others. Star charts and a 'kindness tree' in the pre-school reinforce good behaviour and being kind to each other. Acts of kindness are noted on leaves which are added to the tree for the children to see. As a result, children learn the boundaries of behaviour and to treat others with respect. Children's understanding of keeping themselves and others safe is

promoted through daily routines and staff's acceptable understanding of safety. For example, children are reminded about sweeping up the spilt sand round the sand pit to prevent them from slipping and falling over. Staff use open-ended questions, such as 'what shall we do now?' when a drink is split over the table at snack time, to encourage children's understanding of staying and keeping themselves safe.

Snack time is a social occasion when all children sit at tables and access fresh fruit and drinks. However, the staff do not allow the children to pour their own drinks as these are not available on the table. Children have to wait to be called up to be handed their drink and snack. Therefore, their understanding of self-care skills is not routinely developed. Children access the toilets themselves under supervision and demonstrate a clear understanding of maintaining personal hygiene. However, the paper towel dispenser is too high for the younger children to enable them to access this themselves, and staff have to be on hand to operate this for them.

Children's understanding of healthy lifestyles is routinely developed. They have opportunities to access the outside play area on a daily basis as they develop their physical skills while enjoying fresh air and exercise. Children become excited as they use the buttons on the water feature to 'squirt' the water into the air and on each other, enjoying the warm weather and the outdoors.

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

There is an established arrangement in place for managing the performance of staff. Annual appraisals are used by the manager to identify any training needs, and she monitors staff's practice. This means that staff receive support to increase their knowledge to promote children's learning further. The manager also takes responsibility to monitor staff's assessments of children's progress. However, this is not rigorous enough because assessments do not always reflect an accurate picture of children's progress. This means staff cannot be completely accurate in identifying where children are in their learning, in order to support children to strengthen and deepen their knowledge.

Appropriate partnership working with parents is in place. A parents' board is used to share information about the Early Years Foundation Stage. Regular newsletters ensure parents are reminded about forthcoming events and current topics the children are working on. This ensures that parents are kept informed of their children's well-being. Staff share information with other early years providers children attend to ensure there is a joint approach to promoting children's individual care and learning, and this helps children to make satisfactory progress in their development.

Staff have a sound knowledge and understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There are a broad range of written and effective policies in place to support the management of the pre-school, including a safeguarding policy. Staff have a clear knowledge and demonstrate a sufficient level of understanding of the procedures to follow. For example, children are protected because staff respond effectively to any

safeguarding issues of concern, making referrals and notifying Ofsted of significant incidents.

There are clear recruitment and vetting systems in place to ensure that all people working with the children are suitable to do so. For example, references are obtained, and Disclosure and Barring Service checks and health checks are carried out. Regular team meetings and staff supervision help to identify further areas for staff development. There is an acceptable focus on improvement as the manager and new chair of the committee are working on reviewing and updating some of the paperwork. However, the process for the self-evaluation has room for improvement, to ensure management evaluate the effectiveness of the pre-school. This is not fully consolidated as currently there is nothing in place to capture the views of staff, parents and children to promote ongoing improvement.

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	218175
Local authority	Staffordshire
Inspection number	926868
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	32
Name of provider	Kinver Pre-School Playgroup Committee
Date of previous inspection	13/10/2010
Telephone number	07531 977468

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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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