

# Leverton Pre-School Playgroup

North Leverton C of E School, Main Street, North Leverton, RETFORD, Nottinghamshire, DN22 0AD

<b>Inspection date</b>	13/08/2013
Previous inspection date	19/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
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's awareness of health and safety is effectively promoted as they engage in some good hands-on learning experiences. For example, children conduct risk assessments with staff, which helps them to learn how to keep themselves and others safe.
- Children relate well to the kind, caring staff team. Staff help children to settle and to form secure emotional attachments, which enables them to feel confident in their surroundings.
- Children are happy and behave well as staff and older children act as positive role models. This helps children to develop their social skills.

### It is not yet good because

- Ongoing observational assessments do not always accurately monitor children's progress from their starting points. This sometimes minimises the effectiveness of future planned activities for each child.
- Strategies to encourage parents to share information from home about their children's interest and achievements are not consistently used, resulting in some missed opportunities for all staff to effectively build on children's prior skills and knowledge.
- Monitoring of the educational programmes is not fully effective because improvements are not always implemented quickly enough when identified, to effectively ensure every child makes good progress within all areas of learning.

## 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 observed activities and care practices within the pre-school room and the outside area. She also conducted a joint observation with the manager.
- The inspector spoke with staff and she held a meeting with the manager and a committee member.  
  
The inspector looked at relevant documentation including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff and the setting's self-evaluation form.
- The inspector also took into account the views of parents and carers spoken to during the inspection.

## Inspector

Melanie Arnold

## Full Report

### Information about the setting

Leverton Pre-School Playgroup was registered in 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in North Leverton C of E Academy in Retford, Nottinghamshire. The setting is committee run, serves the local area and is accessible to all children. It operates from one classroom and there is an enclosed area available for outdoor play.

The setting opens Monday to Friday all year round from 7.45am until 6pm during term time and from 8am to 6pm during school holidays. During term time the setting offers before and after school care and pre-school sessions from 7.45am to 11.15am and 12.45pm to 3.15pm. A lunch club is also provided from 11.15am to 12.45pm. Children can choose to attend for any of the sessions or for the full day. The setting opens during school holidays from 8am to 6pm. There are currently 80 children on roll, of whom 39 are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds a Foundation Degree in Early Years.

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

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

- ensure assessment is consistently accurate and identifies children's progress from their starting points to enable staff to plan future purposeful learning experiences for children in all areas of learning, so that they make good progress.

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

- improve implementation of strategies that encourage parents to continually share information about their children's interests and achievements from home, to enable all staff to more effectively build on each child's prior skills and knowledge
- improve monitoring of the educational programmes so that when priorities for improvement are identified they are more quickly embedded in practice to fully ensure every child achieves to their full potential.

## Inspection judgements

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

Children have fun as they play in the well-resourced indoor and outdoor environment. Pre-school sessions are organised to provide children with some structured, play based learning, which helps to prepare them for school. The kids club operates more flexibly to accommodate the needs of children who have already received this structure during their day at school. Staff follow the needs and interests of children, planning and providing activities in line with their requests. For example, younger children initially show an interest in playing a matching colour game. The member of staff carefully explains the game to the two-year-old and offers this child assistance when playing the game with a four-year-old. This enables both children to participate at their level of ability as they both concentrate as they try and find the coloured worms which match their board. When children lose interest, the member of staff allows children to move on and follows their next interest of playing with clay. Again children are supported by the member of staff who encourages them to feel the texture of the clay as they use resources and their fingers to shape and mould it. Activities planned during pre-school sessions provide children with more focused learning experiences as staff link these to the areas of learning. Staff have a general overview of their key children's abilities, which enables them to plan some appropriate activities to meet their needs. Although processes for observing and assessing children are in place, these are not currently embedded in practice and always used effectively to monitor children's progress from their starting points. For example, staff complete an initial starting point report showing children's achievements on entry across all areas of learning. However, further observational assessments are not always completed to accurately show children's achievements over time. This weakens the effectiveness of planning, as future learning experiences are not always purposefully planned to ensure all areas of learning are effectively promoted. As a result, children make satisfactory, rather than good progress. Parents meetings provide opportunities for parents to learn about their children's development. Home-school diaries, weekly newsletters, discussions and parent questionnaires are all in place to encourage parents to share information from home about their children's interest and achievements. However, there are inconsistencies with how these are implemented, resulting in some staff using them more effectively than others and some staff only using some of the systems. This results in missed opportunities to promote the continual exchange of good information between home and the setting, which prevents all staff from effectively building-on children's prior skills and knowledge.

Children are developing some of the key skills needed to aid their continued learning and development when they transfer to school. This is because staff provide a warm, caring, nurturing environment, where emphasis is placed on developing their physical, social, emotional and communication skills. All staff appropriately reinforce children's language and communication by repeating words with younger children and questioning older children to extend their language and critical thinking skills. Older pre-school children engage in letter and sounds activities, supporting their awareness of phonics. A large tree den, which children help to create, provides a quiet, calm area where they enjoy looking at books. Children's interest and use of technology is promoted as they use the computer

or the electronic musical instruments. They develop their early writing skills as they access pens and paper inside and chinks outside. Their physical skills are promoted as they climb up and over the climbing frame and when playing on the ride on toys. During a game of octopus hoopla, children's use of imagination is promoted when they are firstly encouraged to use chalk to draw an octopus on the floor. Their awareness of counting is then promoted when they count out that they need to draw eight legs, with older children out of the early years age range advising the younger children that these are called tentacles. Older children then support younger children as they each take it in turns to try and throw a hoop over the octopus' tentacle. This shows how older children act as positive role models, supporting younger children's skills and development as they all play and interact together.

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

Children relate well to their key person. Initial information is obtained from parents, which enables staff to meet children's needs as they help them to settle and feel secure in their surroundings. It also enables children to develop secure emotional attachments to their key person and the wider staff team. Staff act as positive role models, continually reinforcing rules and boundaries with children, which promotes their good behaviour. They discuss minor incidents with children, helping them to learn the importance of playing safely so this protects not only them but their friends too. Children's health and safety is a particular strength of the setting as staff have improved and updated their knowledge on safeguarding children procedures, which helps all children to feel safe. They also skilfully promote children's awareness of being healthy and staying safe through a good range of hands-on learning experiences. For example, planned activities are arranged to help children to learn how to cross the road outside the setting. Staff firstly advise and direct children to ensure they understand the basics of road safety, before moving on and extending their skills by asking them what they need to do when crossing the road. This helps children to develop a good awareness of road safety. Children also conduct risk assessments with staff. They go around and check the security, safety and suitability of the indoor and outdoor environment, with staff discussing any safety issues as they arise with the children. This helps them to learn to recognise potential hazards, which again keeps themselves and others safe. Children's awareness of healthy eating is promoted as they plant and grow a range of vegetables. They develop good health and hygiene practices as part of the daily routine and during physical play experiences staff discuss the importance of exercise with them. This helps children to make healthy life style choices as they learn the importance of being fit and active.

Children play cooperatively together, forming close relationships with their peers. Older children show care and consideration for younger children, which helps them to develop good social skills. As the setting is based on a school site they are continuing to build and develop good links with the school, which eases children's transition. During the term before children start school, they begin pre-visits into the school classroom, supported by the settings staff. This provides them with opportunities to become familiar with their new classroom and teacher. The outside area is also shared with the Reception class, so this again provides children with good opportunities to integrate and to develop a positive

relationship with the teacher. This creates a seamless transition as children are emotionally ready for starting school.

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

The committee are aware of their roles and responsibilities and they work with the manager and staff team to ensure most of the requirements of the Early Years Foundation Stage are met. The setting monitors and evaluates their provision through an appropriate system of self-evaluation. This leads to the identification of some targets for future development, which improves children's care. However, recommendations raised at the previous inspection relating to improving assessments of children's progress and engaging parents more effectively in children's learning, have not yet been fully embedded in practice. While the manager and staff team are aware of and have devised systems to improve practice in these areas, they have not moved forward quickly enough with the implementation of these to fully ensure children continually benefit from improved learning experiences. Monitoring of the educational programmes is, therefore, not robust enough to ensure children are making continued good progress across all areas. This results in the setting now only satisfactorily promoting children's learning and development.

Children's welfare is more effectively maintained through staff implementing the settings overall clear policies and procedures. For example, staff conduct regular risk assessments to ensure the safety, suitability and security of the premises. They also undertake risk assessments for outings to ensure the protection of children when they are away from the setting. The setting meet their legal responsibilities by informing appropriate agencies without delay of any concerns about children and they have refreshed and updated their knowledge of safeguarding procedures by sending all staff and one committee member on child protection training. This has enhanced their already good knowledge of safeguarding procedures, ensuring all staff are fully aware of their roles and responsibilities with regard to following and adhering to child protection procedures. It also results in the setting continuing to develop close partnership working with outside agencies, ensuring information is more effectively and continually exchanged so that children are always fully safeguarded. Robust recruitment, vetting and induction procedures ensure children are cared for by a qualified, suitable staff team. Regular supervisions and yearly appraisals of staff performance are conducted and support the continued development of staff through ongoing training.

Staff work closely with parents and other providers, supporting continuity of care and learning for children. Parents are kept appropriately informed about their children's daily care and ongoing progress through the discussions and regular parents meetings. Parents confirm they are happy with the information they receive and new parents advise they chose the setting because of recommendations made to them.

### **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>	253092
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	926170
<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>	20
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Leverton Pre-school Playgroup Committee
<b>Date of previous inspection</b>	19/10/2012
<b>Telephone number</b>	01427 880 470

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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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