

Dorothy Stringer Pre-School Playgroup

Dorothy Stringer Play Group, Stringer Way, Brighton, East Sussex, BN1 6QG

Inspection date	03/10/2013
Previous inspection date	04/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- There is an effective key person system that means supportive relationships are built with the children and their families.
- Parental involvement is strongly encouraged so they are fully included in what happens in the setting.
- Staff encourage children's language development well through lots of discussion and explanation.
- Children enjoy a broad range of activities, both indoors and outdoors, that are based on their interests and abilities.
- The staff team are experienced, well established and knowledgeable about how children learn through well-planned play experiences.

It is not yet outstanding because

- Although staff manage children's behaviour appropriately, on occasion they are less prompt at reminding older children how their actions may impact on other children around them.
- There are few pictures or images displayed that reflect the cultures of the children who attend so they can feel a sense of belonging.

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 indoors and outside.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures and staff suitability checks.
- The inspector had discussions with parents, staff and children.

Inspector

Jill Steer

Full Report

Information about the setting

Dorothy Stringer Playgroup has been an established day care setting since 1973. It operates within a purpose built building in the grounds of Dorothy Stringer School in Brighton and Hove. Children have access to an enclosed outdoor area. The setting is open five days a week during term time, from 9am to 3pm. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 52 children on roll, all of these are in the early years age range and attend for a variety of sessions including part time. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. One member of staff has achieved Early Years Professional Status. The setting gets funding for the provision of free early education to children aged two, three and four.

What the setting needs to do to improve further

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

- provide further opportunities for older children to consistently develop their understanding of how to keep themselves and others safe from harm
- provide positive images of all children so they each feel valued and have a positive sense of themselves

Inspection judgements

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

Staff assess children as part of their settling period to find out what they can do and are interested in. This enables staff to plan and provide suitable resources and activities that children like. In this way children are learning from their experiences, with the staff supporting them to extend the learning. For example, staff provide appropriate challenges to children, such as encouraging them to build a zoo for the toy animals from large wooden blocks. Children construct walls and ramps for the animals to walk around. Because the children are encouraged to follow their own preferred interests, some then choose to draw the animals and talk about their babies. Other children prefer to try out the wooden blocks for themselves. For example, they stand on the structure and gingerly

test out the wobble factor of a plank which is then judged as stable enough to triumphantly walk down. Staff are aware of what children are doing and are always nearby to judge when to offer support. They observe the children continuously, recording their achievements to track their progress and ensure that this is consistent across all areas of learning. Children enjoy activities that help develop their language, such as during story time, looking at books, singing and general conversation. Staff encourage children to talk about the books being read and engage them in the story by varying their voice tones for character and interest. Children speak confidently during group activities, such as circle time. They join in favourite songs which they sing heartily in both English and impressively in Japanese, touching their heads, shoulders, knees and toes to the right words.

Children see words and text displayed around the setting in a variety of languages that reflect those spoken in the homes of the children. This raises their awareness that text carries information and that there are many different people in the world. However, there are few pictures of different people displayed within the setting for children to develop a positive view of themselves and others. Parents help contribute to raising children's awareness of the world. They come into the setting to share aspects of their own cultures with children, such as making sushi for snack time. They are also invited each month to a 'stay and play' session so they can discuss their child's progress and look at their development records. They contribute their views so they are included in future planning and they can be involved in their child's learning at home. Children are assessed in their communication and language, physically and personal, social and emotional development before their third birthday. This assessment helps highlight to staff where children are not progressing as well as they could. Staff are then able to offer support to give children the best chance of learning well across all areas before they go to school. Children prepare for their move on to school well with the help of staff. They look at books and go to visit the school so they can talk about what it will be like. Staff encourage children to independently dress themselves, putting on and off their coats and shoes and even practise wearing the school uniform.

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

New children are assigned to a key worker in a group, either Squirrels, Rabbits or Butterflies. The key person builds a friendly and supportive relationship with the children and their family so they get to know each other well. Children settle well as a result and quickly begin to explore the resources and activities, as well as making friendships with other children. As the key person gets to know their group of children well, they are able to identify any concerns with their development. They have strong links with other professionals so additional support can be arranged quickly to support children to make continual progress. Lots of information is gathered about each child so staff can respect any customs or special celebrations in their lives such as Diwali or Eid. Children generally behave well and staff manage their behaviour sensitively and consistently. They encourage them to think about the effect of what they are doing on others as well as themselves. Staff focus on what children are doing well, giving praise and encouragement so they continue. However, on occasion staff do not always react quickly to get older children to consider the consequences of their actions. For example, what happens when

children are shouting over other people speaking, such as during a story, or if they throw a toy.

Children can play outside or inside as they prefer, taking the toys and equipment with them as their games evolve. They run, climb and ride outside, enjoying the fresh air even if it is raining. They wear a poncho or carry an umbrella if they choose not to stay under cover. When children take their toys into the quiet room, where there are cosy cushions and 'Dorothy the goldfish' to watch swimming round her bowl, this interrupts children listening to stories. This area allows children a space to be alone to think or take a break from the action elsewhere. Staff provide healthy snacks in bowls that allow children to serve themselves the amount they think they can eat. Staff sit with the children as they eat their packed lunches so they can encourage them and talk about the food. The resources are of good quality and quantity and organised into specific areas of learning so children can find what they needs. They are labelled to make them easy to find so children can make many choices about what they do and where. Therefore they become confident and independent in safe surroundings.

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

Partnerships with, and the involvement of, parents are highly valued in the setting. Parents are members of the management committee and regularly spend time in the setting on 'stay and play' sessions. Many social events are organised each year and there is a website and social networking page for parents to see information about activities in the setting. They are regularly asked for their views on the setting through a questionnaire and suggestion box as well as routine discussions. Parents speak highly of the setting, a key positive aspect being the good quality information they receive. Many written policies are in place and available to parents on the website which inform them of how the setting will operate as well as how to make a complaint. A log of written complaints is maintained and management respond to them within the required timescale of what action they will take. All feedback from parents is taken seriously and contributes to the settings evaluation of their performance, leading to changes to continuously improve practice. Staff are experienced and well trained, annual appraisals help them identify their own training needs for their continued professional development. Some staff are suitably trained in specific areas to take a lead role, such as for safeguarding or supporting children with special educational needs and/or disabilities. All staff attend safeguarding training which equips them with the awareness of identifying the signs that a child may be at risk of harm and they know where to refer their concerns to help protect children.

The setting work closely with many other agencies and professionals to meet the needs of the children. For example, some children attend other settings so their development records are shared so their progress is monitored and complemented across both settings. Staff also work closely with other agencies involved with the children and their families to support their learning and development. The management are knowledgeable about how to meet the learning and development and safeguarding and welfare requirements. They fully understand their responsibility and oversee all aspects of the daily running of the

setting so children are well cared for and learning takes place in a stimulating environment. The whole staff team care greatly about the children and are keen to make a contribution to their early development so they start life as motivated and keen learners.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	130740
Local authority	Brighton & Hove
Inspection number	934150
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	52
Name of provider	Dorothy Stringer Playgroup Committee
Date of previous inspection	04/03/2011
Telephone number	01273 506 981

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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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