

Willington Pre-School Playgroup

The Hawser Hut, 42 Castleway, WILLINGTON, Derbyshire, DE65 6BT

Inspection date	15/10/2013
Previous inspection date	10/10/2011

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

- The setting has a good range of quality resources which children are able to select or request from staff meaning children can follow their own interests.
- Practitioners have warm and caring relationships with the children, which means they are happy and settled in the setting.
- Practitioners are deployed well throughout the setting, which means children are well-supported in their chosen activity and are kept safe.

It is not yet outstanding because

- Practitioners do not always identify specific learning intentions in some adult-led activities, which means they cannot fully evaluate these and the effect on children's learning.
- The management team do not have a formalised system for supervision of staff, which means their professional development is sometimes not as well-supported as possible.

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 listened to the views of the parents.
- The inspector carried out a joint observation with the manager.
- The inspector observed a range of activities in both playrooms and the outdoor area.
- The inspector viewed children's assessment files and planning.
- The inspector viewed a selection of policies.

Inspector

Helen Allanson

Full Report

Information about the setting

Willington Pre-School Playgroup opened in 1972. It operates from two rooms in the annexe to The Old School in Willington. The playgroup is open each weekday from 9.15am to 12.15pm during school term-time. All children share access to an enclosed outdoor play area.

The playgroup is registered on the Early Years Register and there are currently 43 children aged from two years to under five years on roll. Children attend for a variety of sessions.

The playgroup employs eight members of staff, all of whom hold appropriate early years qualifications. Two members of staff are qualified teachers.

What the setting needs to do to improve further

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

- enhance planning so that it clearly identifies learning intentions for adult-led activities so children's learning can be even more effectively evaluated
- develop formalised systems for the supervision of staff to ensure their professional development is consistent across the setting and continues to benefit children.

Inspection judgements

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

The setting is bright and welcoming with children's work displayed around both rooms. Posters depict children from a range of cultures and 'welcome' in other languages. Activities are set out on tables and can also be selected from open shelves. This gives children the opportunity to follow their own interests during play. Children are confident to ask for other activities for instance, requesting a particular song to be played on the CD player.

Children move freely between the rooms and outdoor areas. The outdoor is set out with a range of physical activities, mark making and dressing-up resources. Shelters from rain and sun are available so that children can use the area in all weathers. Children take part in bug hunts using magnifying pots, reference books and plastic bugs and they are fully engaged and excited in the activity. They find real slugs and discuss the colour, shape and how they may feel with a practitioner which develops their communication skills and use of descriptive language well. This is followed by looking at other bugs in the reference

book, fostering children's interest in literature.

Children take part in construction activities with dinosaurs. They play independently of an adult and work together as a team to decide how to make a tall tower without it falling over. They show pride in their work and are keen to show a practitioner their achievement.

Practitioners plan a range of topics over the year which then filters into their weekly planning. Key workers plan activities for individual children but do not consistently identify learning intentions for adult-led activities. This means that individual children's learning is sometimes not clearly evaluated to ensure they make progress towards excellence. Practitioners carry out observations of children's first sessions so that they can assess their needs. They regularly assess them during play and complete learning journals to track their development. This also contains the 'progress check at age two'. Assessments are shared with parents at a meeting so that next steps can be discussed and they can be involved in their children's learning.

Children play with play dough with tools and uncooked pasta. They use the range of tools and the pasta pieces to make hedgehogs to link with their autumn theme. They also make birthday cakes, using the pasta pieces as candles and singing happy birthday to staff members. Practitioners encourage children to count the candles on the 'cakes' and so develop their knowledge of counting well.

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

The children are happy and settled in the setting. They enter confidently and place their coats on pegs and personal belongings into their own trays. They separate easily from parents and carers and quickly settle to activities in the room showing their personal, social and emotional needs are being met well. The key person system supports children in making secure attachments and observations of children in their first few sessions also demonstrate that new children settle quickly and are well-supported. Good information gathered for parents ensures children's needs are met well.

Children learn about healthy eating well. The snack bar system offers children a healthy snack and milk to drink. Displays next to the snack table and whole fruits on the table for children to see promote discussions between practitioners and children about healthy eating. Independence skills are also developed when children help to prepare snack at times.

Practitioners are deployed well throughout the settings three areas. They move around activities to support children in their chosen play, while having an awareness of the rest of the room. They keep children safe by reminding them of hazards, such as walking instead of running and walking carefully in dressing-up shoes. Older children manage their toileting needs confidently and independently and practitioners have good procedures for nappy changing if required.

Children are well-behaved and were occasionally reminded about sharing and the reasons for it, which develops their understanding of working with others. Staff have a calm and caring manner with children so behaviour management is a positive experience for them. This helps children with their move to school as skills are in place to make transitions smooth for them.

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

There is an informal system of staff supervision in place and practitioners are clear that they would go to the manager for help and support if required. They can also request training from a selection offered by the local authority. However, systems for staff supervision are not yet fully developed, which means opportunities for professional development to improve opportunities for children even further are not yet fully embedded.

The setting has a self-evaluation in place and past improvements are seen within the setting for instance the free flow between the indoor and outdoor environment. Practitioners are aware of the importance of this and are booked on a training course to further develop their skills in self-evaluation. The manager and staff have discussed some ideas they would like to implement.

The manager and staff are fully aware of the requirements for keeping children safe from abuse. Policies are detailed and practitioners have a full understanding of what to do if they were concerned about a child. The manager understands what to do if a member of staff were accused of abuse. Recruitment procedures are rigorous which helps keep children safe. Practitioner's practise fire procedures so they understand what to do in the event of an emergency.

The manager gathers information from practitioners about children's level of development so that she has an overview of learning and can ensure all children make good progress within the setting. This enables her to have a, generally, good overview of the quality of teaching in the setting and identify areas for development.

The setting works with outside agencies to support children with complex medical needs. These specialists visit the setting to support children and can give advice to staff which helps them provide fully for the child's needs. Speech therapists also support children in the setting, which enables them to make good progress. Partnership working with parents is good, they report that they know their key worker, have discussions about children's development and next steps and feel their children are developing excellent social skills.

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	206905
Local authority	Derbyshire
Inspection number	871144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Willington Pre-School Playgroup Committee
Date of previous inspection	10/10/2011
Telephone number	01283 704081

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Type of provision

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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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