

Lakenham Pre School Playgroup

Jubilee Community Centre, Long John Hill, NORWICH, Norfolk, NR1 2EX

Inspection date	06/12/2013
Previous inspection date	05/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are making good progress in their development in a well-resourced environment with a good range of activities indoors and out.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.
- Staff meet the safeguarding and welfare requirements well for each child. Detailed policies and procedures are fully understood and well-implemented, which ensures that children are protected.
- Staff are good role models and provide clear guidance about acceptable behaviour in the setting.

It is not yet outstanding because

- Children's ability to extend their thinking to the best level, is not consistently maximised by staff.

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 activities in the main hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at activity planning, records of children's learning, a selection of policies and records and a range of other documentation.
- The inspector held a meeting with the joint pre-school managers and interacted with the children in the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and from information included in the setting's own parent and children's surveys.

Inspector

Karen Harris

Full report

Information about the setting

Lakenham Pre School Playgroup was registered in 1998 and is run by a committee of parents and carers. It is registered on the Early Years Register and operates from the main hall within a single storey community centre in the city of Norwich. The building is easily accessible and children and staff make use of the enclosed outdoor area and an adjoining outside park.

The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday. Sessions are from 9.15am until 12.15pm during term-time only. Children attend for a variety of sessions. There are currently 23 children on roll who are in the early years age range.

The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maximise children's ability to challenge their own thinking during activities, for example, by posing more questions about spontaneous things that happen and ensuring that activities consistently build on what children already know, specifically for older and more able children.

Inspection judgements

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

Different languages and cultures are reflected in the activities on offer in the setting. For example, 'welcome' is printed in a variety of languages on the self registration boards. This ensures that all children feel valued and equality and diversity is promoted thoughtfully. Teaching is good because activities are organised to suit the children's most effective learning styles and all their contributions and efforts are treated very positively by staff. However, adults occasionally miss opportunities to provide children with explanations to real-life experiences, for example, when a child experiences static electricity going down the slide. This means that children's thinking is not consistently challenged using every available opportunity. Children learn through play which means that they make good progress in their development. However, there is scope to extend older and more able children's thinking during activities, for example, by posing more questions. Adults display enthusiasm and interest while reading and sharing stories and rhymes with the children. This ensures children are provided with good opportunities to

develop a love of books and an awareness of linking letters with sounds. These skills help ensure their readiness for school.

Staff undertake regular and detailed observations to clearly identify the next steps in children's development across the seven areas of learning. Children's progress is tracked which ensures staff have a good knowledge of children's personal, social and emotional development, communication and language development and physical development. Staff effectively support children with special educational needs and/or disabilities and those with English as an additional language. Parents are fully involved in setting targets for areas of specific development and if the setting applies for additional support for their child. Staff use large prompt cards to reinforce words and instructions and every member of staff also has small prompt cards on a lanyard around their neck, to help support children's communication and language skills.

The pre-school works well with parents to help their children to settle and encourages parents to share what they know about their children. Good quality information is gathered from parents, such as likes, dislikes, interests and new things recently learnt. This ensures there is continuity in children's well-being and development. 'George', a travelling teddy, goes home to accompany families for the weekend and on holidays and other adventures. This means that parents become increasingly involved in their children's learning as they help their child to report back about teddy's experiences with them.

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

Children access all areas of the provision including the outdoors and have free access to all the resources. The pre-school is well-organised with clearly labelled storage boxes, which enable children to choose what they want to play with. This supports their sense of belonging and independence. Children quickly go to activities of their choice. For example, they independently select dinosaurs from drawers and take them to the play dough to make footprints. They are confident to ask staff for help, which means that they feel secure in the environment. The staff effectively ensure that transitions are supported. Effective settling-in procedures are in place when children begin attending the pre-school. For example, staff offer home visits and encourage parents to stay with their child during their first session. Children are awarded a 'congratulations on completing your first week at playgroup' certificate which provides positive links to home. Children are encouraged to explore the environment and develop the necessary skills which helps them embrace new experiences with confidence. Recognisable and predictable routines are followed and they know that they wash their hands before having snack. This means that they are supported to move on to maintained nursery or school.

The staff effectively ensure that all children are forming appropriate bonds and attachments, which means that children are happy and settled. A key person system is effective and all parents know who they can speak to find out about their children's day. Children have many opportunities for exercise. They freely access the outdoor space where they jump and play on ride-on toys and staff adapt the indoor space so children can go up and down the slide and throw and catch balls. This means that children's individual needs are consistently being met in relation to the provision of physical activity. Children's

behaviour in the pre-school is managed well. Consistent boundaries are in place to help children know what is expected of them. The staff are good role models for the children as they treat them with respect. They get down to their own level and use age-appropriate explanations to explain why certain behaviour is unacceptable. As a result, the atmosphere in the pre-school is calm, relaxed, respectful and caring. The children effectively learn about keeping safe. Staff gently talk to children about safe play and of the consequences of running while indoors. For example, children are reminded to use their 'walking feet'.

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

Staff knowledge of safeguarding is good because all staff are trained and they understand and implement the setting's policies and procedures. For example, all visitors and staff hand in their mobile phones on entry to the pre-school. Parents on the committee know who to discuss any concerns with and staff know what to do if they are concerned that a child is at risk, in order to safeguard their welfare. Staff recruitment is robust and effective induction procedures are in place. This ensures children are kept safe and all adults employed are suitable to fulfil the requirements of their role. The pre-school promotes the health and safety of the children in their care. Daily checklists are carried out to ensure that hazards to children are identified and steps taken to limit risks. This means that children can play safely indoors and outside.

The staff are fully committed to ensure that the educational programmes for all areas of learning help all children to reach expected levels of development. The pre-school has taken positive steps to deal with actions that were set and recommendations raised at the last inspection. For example, they have re-organised the hall and developed their planning system which means that children's interests are now incorporated into activities. Managers have a good understanding of the pre-school's strengths and areas for improvement. As the manager's work alongside staff, they gain first-hand knowledge about what is working well and are able to highlight areas for further development. This supports reflective practice and the ability to successfully promote continuous improvement. The committee are effectively involved in the running of the setting. For example, they regularly help out during a session and provide regular supervision of staff. This means that they can monitor and improve practice and identify staff training needs.

Partnership with parents and others is a strength. For example, parents are kept well-informed through noticeboards and newsletters. Parents comment positively about the pre-school, particularly about the progress their children make. The staff are also aware of the importance of working in partnership with others as they have strong links with the local children's centre and health visiting team. This means that concerns about children's well-being or development can be quickly identified and managed. An overview of children's information is maintained so that individual children with identified needs are targeted. Appropriate support and intervention is sought and gaps in achievement are therefore closing.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	254136
Local authority	Norfolk
Inspection number	818463
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Lakenham Pre School Playgroup Committee
Date of previous inspection	05/06/2009
Telephone number	01603 616957

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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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