

South Wingfield Pre-School Playgroup

The Parish Rooms, Church Lane, South Wingfield, ALFRETON, Derbyshire, DE55 7NJ

Inspection date	09/12/2013
Previous inspection date	20/05/2010

The quality and standards of the early years provision	This inspection:	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		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 requires improvement

- Children's physical development is well supported through exciting outdoor opportunities.
- Staff are friendly, approachable and are well-deployed in supporting children's settling-in routines. Staff and children are forming secure attachments. This supports children's emotional well-being appropriately.
- Good communication with parents enables staff to meet children's needs well, overall.

It is not yet good because

- The implementation of the behaviour policy is not always effective. This means that not all staff manage some children's behaviour effectively, to prevent the regular occurrence of some incidents.
- The quality of the teaching and the expansion of children's language skills is inconsistent and as a result, children's progress is variable.
- The effectiveness of the quality of teaching is not always monitored closely enough, to ensure children make good progress.

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 engaged in activities both inside and outdoors.
- The inspector spoke to children and staff and held a discussion with the manager.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the pre-school's policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

South Wingfield Pre-school Playgroup opened in 1971 and is run from the Parish rooms apart from in 2006 to 2009 when it ran from the church hall. It is on the Early Years Register. It currently operates from the Parish rooms in the village of South Wingfield, in Derbyshire. The pre-school serves the local village and surrounding villages. All children share access to an outdoor play area.

The pre-school opens Monday to Friday during term time only. Sessions run from 9am to 12noon, 12noon to 12.45pm and 12.45pm to 3.45pm each day, except on Wednesday when the setting closes at 12noon. There is a rising fives group from 12.45pm to 3.45pm on Friday. There are currently 24 children on roll, of whom all are in the early years age range. Children attend for a variety of sessions. The nursery receives funding for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

The pre-school employs eight staff. Six staff of whom all hold appropriate early years qualifications in childcare at level 2 and 3, one administrator and a relief unqualified helper. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance. It is managed by a parent committee, who delegate the day-to-day responsibilities to staff.

What the setting needs to do to improve further

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

- ensure the behaviour management policy is reflected in practice and implemented by staff, so that children understand how to behave towards other children and staff
- improve the quality of teaching to extend children's learning, by for example, providing more varied and challenging experiences and opportunities, paying particular attention to promote children's language development.

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

- develop further the monitoring of staff performance to ensure it is effective and best supports children to make good progress.

Inspection judgements

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

Children are happy and comfortable and most enjoy their play. They quickly settle into play as they leave their parents. Overall, children are making satisfactory progress in their development. Staff support children in following the routines of the pre-school and as a result, they learn a range of skills. This promotes children's independence and helps them prepare for school. The routines of the day include a balance of adult-led and free time when children initiate and choose their own play. Staff are confident in their knowledge of their key children. They involve parents in their children's learning from when they start. Parents provide information about their children's likes, preferences and capabilities. Staff use this information to inform their starting points and plan activities that are of interest to children for when they start. Consequently, children settle quickly into the pre-school life. Staff have an appropriate understanding of the Early Years Foundation Stage learning and development requirements. They plan a suitable range of activities, both inside and out, according to children's interests and learning needs. They assess children's progress adequately using written records that include observations of children's play and achievements. They use this information to identify clear next steps of learning, which they then use in the planning of activities. Staff invite parents to share what they know about their child's development at home, through discussion. Staff have a suitable understanding of their responsibility for completing the 'progress check at age two' and share this with parents when the time arises. Children who need additional support are provided with designated staff, who know and meet their needs well. These staff have support from the special educational needs coordinator in following specific targets for children, so that each child is fully included in the group and their needs are considered and catered for.

The quality of teaching is adequate, although, variable amongst staff. Some staff do not have a clear understanding of how they can extend children's learning. As a result, they do not always provide sufficient challenge for children, especially older children who attend all day. Some staff do not always provide a rich experience of language skills, such as, asking open-ended questions, extending conversations and encouraging children to think. For example, as children play with the ice, staff do not talk about how it is made, introduce new words, such as, 'frozen' or 'freezing', or talk about the polar bears having furry coats which keep them warm. They do not relate these experiences to children, so that they can talk and express their feelings; to extend their language skills. Consequently, children's language skills are not always promoted effectively by all staff. Staff provide children with plenty of resources to offer them choice, with a focus on physical development. Outside, children learn to pedal the bicycles, racing around the playground. They develop their balance and coordination and count the skittles as they play. Staff join in with ball games, encouraging children to share the ball with others. Staff and children play well together and children clearly enjoy this time being active. Children have opportunities to develop their handling skills; they use play dough tools and fit jigsaws together and use crayons to make marks. Overall, children are developing appropriately in their prime areas of learning. Children are suitably prepared to move on to the next stage in their learning. They manage their self-care skills well, such as using the bathroom

independently and wiping their nose. Their independence is appropriately supported as they choose what they want to do and who they play with.

Children thoroughly enjoy creative play as they use a range of art materials, such as, paint, glue and glitter. They create pictures of Christmas trees as they use the glitter and paint. Children are proud of their creations. They enjoy using their senses to explore the paint as they paint their hands and make patterns on the paper. Children use their imaginations well as they engage in role play and make-believe play. The role play area is planned as a home and children play as staff engage children in making 'cups of tea' and washing up the dishes. There is a small area with building blocks and small world play. Here, children build towers and develop their imagination as they play with trucks and horses. They use positional language as they build bridges, arches and railways. They talk about the car going 'under' the bridge and the train carriage being in 'front of' another train carriage. They excitedly give their suggestions when asked if they know any number rhymes or songs and count as they sing. These opportunities help children to develop early mathematical skills. Children enjoy books and stories. Staff provide a good range of books that children can select for themselves. The inviting quiet spaces encourage children to relax and listen well. Children join in with familiar phrases and suggest ideas as staff read a favourite story to them in a group. Some older children are beginning to write their names while playing inside, which helps children to develop their literacy skills suitably. When children are outside in the garden areas, they are able to explore and investigate the natural world around them. They enjoy playing in the digging area and dig for worms. They make patterns exploring the soil and using the spades, so they can dig and build tunnels.

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

Children are content, comfortable and demonstrate they feel secure in their surroundings. They are forming secure attachments with their key person. They are offered reassurance and comfort when required. The settling-in process ensures that children are able to settle quickly into the setting. Key persons get to know children well as individuals, which enables them to meet their needs well. Children develop warm and trusting relationships with the adults who care for them. Staff use the initial information gathered from parents to become familiar with the needs of each child when they join the setting. This continues as staff develop relationships with parents and children. As a result, they establish secure attachments and relationships, which promote the sharing of information. This helps children to settle easily and feel reassured in the pre-school, being emotionally ready to learn. Staff prepare children well for school as they encourage their independence in practical skills, such as, preparing food, managing clothes and their personal hygiene. Arrangements to visit the school and meet their prospective teachers, help children know what to expect in a new situation. The learning environment is appropriate and well set up to encourage children's independence and physical development. The outside environment has been improved and children play in a safe area, free of brambles and thorns. Staff effectively supervise children when outside, to keep them safe.

Children behave generally well. Children learn to take turns and display good manners.

Staff regularly praise children for their efforts and achievements, which helps boost their self-esteem. However, staff are inconsistent in their behaviour management. As a result, children do not always know what is expected of them. Although, staff are able to demonstrate they understand the policy for behaviour management, they do not always implement this effectively. For example, staff discuss clearly the strategies they should put in place for behaviour management, but fail to put these into practice when the situation arises. This means that some children hurt other children and staff do not effectively manage this behaviour. Children confidently move around the pre-school. They make their own choices from a good range of resources, both inside and outside. Staff store play equipment thoughtfully, at low-level, with written labels and pictures. This means that children can easily select for themselves and extend their own play and learning.

Children are learning about healthy lifestyles and understand about personal hygiene routines. Staff remind children to wash their hands before eating and after being outside. Children are able to access toilet facilities independently and they confidently talk about why they need to use soap when hand washing. For example, children speak about using soap to get rid of the germs. Children are learning about the importance of fresh air and exercise. They are able to access the outside play spaces whatever the weather and enjoy playing outside splashing in puddles. Children make choices from healthy options at snack times, with food freshly prepared on the premises. Staff are vigilant about respecting children's dietary needs and allergies. Clear information is displayed to make sure that everyone is sure about any foods that would cause a bad reaction. Staff are clear about and implement the pre-school's sickness policy, so that children are not put at risk of infection. Staff encourage children to be aware of their own safety. Children learn about some aspects of their own safety. For example, they learn how to evacuate the building quickly and safely because they take part in regular fire drill practices. Staff are vigilant about children's safety and supervise them appropriately.

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

Staff have a sound understanding of their responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Appropriate safeguarding procedures are in place to promote the safety and welfare of children. In addition, suitable recruitment and vetting procedures ensure that staff are suitable to work with children. This includes procedures to ensure that anyone whose checks are not complete is not left unsupervised with children, to protect children's welfare. Staff complete a 'disqualification by association' form annually, to ensure they are still suitable to work with children. Staff demonstrate an appropriate understanding of child protection issues. They have completed safeguarding training, are able to identify the signs and symptoms that would cause concern and they know the correct procedures to follow as a result, to help keep children safe. The security of the premises and safeguarding practices regarding the care of children are appropriate and the pre-school makes sure the premises are secure, including the outdoor space. The inspection was brought forward following a notification by the provider about two incidents, one relating to the security of the fencing outside and another of a child choking. Staff, however, dealt with these incidents appropriately and took appropriate action to tighten the security of

the premises outside, so that it is suitable for children to use. Staff are able to suitably deal with medical emergencies as they have paediatric first aid qualifications, giving the skills they require to deal with incidents, such as choking, in an emergency. Staff complete risk assessments and records of daily checks help them to ensure all areas of the pre-school, including the two outside spaces, are safe and secure. In addition, staff ensure they deploy themselves effectively outside, so that all children are supervised appropriately and correct ratios maintained. The manager has all records on the premises and has comprehensive accident and incident records. She is aware of when she contacts Ofsted if there are any changes or incidents with in the pre-school.

Staff have a clear understanding of their responsibilities in meeting the learning and development requirements. Staff use information gathered from parents and their own observations to assess and monitor children's progress. They monitor the educational programmes appropriately to ensure they offer variety in all areas of learning. However, the process has failed to recognise the inconsistency in the quality of teaching and therefore, improvement is required. Staff meet regularly to discuss and plan activities to help children move on to the next steps in their development. The pre-school has used self-evaluation to identify their strengths and some areas for development. They seek the views of the parents through questionnaires and the views of children through discussion. These also contribute to the self-evaluation process, so that everyone is involved in improving the quality of the provision. Currently, the manager and committee conduct staff appraisals annually and supervisions each term. This ensures that areas for development are identified and training needs established, in order to drive improvement in staff's practice and the outcomes for children.

Parents spoken to at the inspection praise the pre-school staff for their friendliness and dedication to their children. Parents say their children are very happy and enjoy attending pre-school; they talk about their friends, staff and are eager to attend. Staff have built secure partnerships with other professionals and share useful information with other early years providers when children also attend other establishments. Strong links have also been established with the village school. This promotes a consistent approach to children's care, learning and development.

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	EY401198
Local authority	Derbyshire
Inspection number	943952
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	South Wingfield Pre-School Playgroup Committee
Date of previous inspection	20/05/2010
Telephone number	07715094406

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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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