

Elston Pre-school Playgroup

1 Top Street, Elston, NEWARK, Nottinghamshire, NG23 5NP

Inspection date

16/12/2013

Previous inspection date

22/02/2012

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

- Established relationships and attachments are warm and secure between practitioners and children. Furthermore, practitioners overall, work sensitively with parents to ensure that children's ongoing and changing needs are met.
- Practitioners' knowledge of safeguarding practices ensure children are safe and secure.
- Children are happy, settled and behave well. They are confident and independently select toys of their choice.

It is not yet good because

- The monitoring of practitioners' performance is not securely embedded. As a result, children's good progress is not consistently supported because of the variable teaching skills and knowledge of the seven areas of learning.
- Too much emphasis is placed on adult-led play rather than there being a balance with child-initiated play. This does not give children ample time to make their own choices, develop their own ideas and to lead their own learning.
- The methods used to exchange information with teachers to further enhance children's next steps in their learning, are not highly effective.

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 spoke with the manager, practitioners and interacted with children at appropriate times throughout the inspection, both inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation, safeguarding procedures, suitability checks, practitioners qualifications and records, children's records and sampled written policies.

Inspector

Judith Rayner

Full report

Information about the setting

Elston Pre-school Playgroup was registered in 2011 on the Early Years Register. It is a committee run playgroup. The playgroup is situated in a purpose-built premises on the school site of Elston Primary School, near Newark, Nottinghamshire. The playgroup serves the local area and is accessible to all children. There are two enclosed outdoor play areas accessible to children.

The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 34 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve practitioners teaching skills and understanding of the seven areas of learning by robustly monitoring and supervising their performance, so that children are consistently supported to make good progress
- ensure there is a mix of adult-led and child-initiated play to ensure that children have ample time to make their own choices, develop their own ideas and to lead their own learning.

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

- review the way information is exchanged with teachers and other early years settings to further enhance children's next steps in their learning.

Inspection judgements

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

The overall teaching skills of practitioners are variable. This is because they are not fully knowledgeable about the seven areas of learning and not consistent in using effective teaching skills. As a result, children's progress is satisfactory rather than good. The manager and practitioners are beginning to flexibly track children's progress by observing

and assessing their development, although, this is not embedded in to practice. As a result, children's progress is not consistently supported, so that they always make good progress. Furthermore, some play is too adult-led, which at times, provides children with less opportunities to initiate their own play. For example, outside, practitioners draw lines for children to mark out boundary lines for where the bikes go rather than encouraging children to make the marks themselves, to support their literacy skills. Practitioners share with parents what their children have been involved in and how they have enjoyed the session. This keeps parents informed of their child's progress and further ideas to continue to support their child's learning at home. For example, to help children with their language skills, parents are encouraged to sing Christmas and alphabet songs at home. Children develop the necessary skills to prepare them in readiness for school because practitioners provide activities to help children recognise and write letters in their name to enhance their literacy skills.

Children have fun exploring with textures inside and outdoors. They show interest and confidence to have a go. However, practitioners take the lead by pouring the water in to trays to mix with the cornflour rather than challenging children to explore and experiment for themselves. Children enjoy initiating their own game of musical statues. They confidently use programmable toys to stop and start the music and also show confidence and leadership skills in organising the initial game. From this they extend their own play by adding chairs to make a train. Children have fun as they sit on the chairs waiting for their tickets. Children show secure friendships and cooperative play with their peers. They also enjoy their time with practitioners, such as during story time. They select books of their choice, as well as help practitioners read the story by turning the pages. This helps children develop their understanding that print has meaning, as well as taking responsibility and sharing tasks.

Children show appropriate levels of concentration as they are supported by practitioners during threading activities. Practitioners explain carefully how to thread each bobbin with the coloured string, which encourages children to have a go. Practitioners extend the activity by asking children about the colours and how to match them in the same colour groups. This enhances their mathematical skills further. Outside, children enjoy using the trikes to move around, developing their large muscle skills. They explore with textures as they dig in the sand with spades and buckets. They also paint and stick with glitter, enhancing their skills in expressing themselves through artwork. Inside, children enjoy building with construction, which helps them with their problem solving, space and shape awareness and ability to make marks with pencils and crayons. Their artwork and written achievements are attractively displayed. This evidences their literacy skills as they undertake self-portraits, as well as write their own names, forming clearly written letters of the alphabet.

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

Practitioners' help children settle quickly during transitional times by providing toys and activities that children are interested in. They also value the input from parents to help children have a smooth transition between home and the pre-school. Pertinent questions

are asked regarding children's interests and their stage of development, which enables practitioners to plan play for each child. Practitioners create a welcoming environment for children, which is also safe and secure. Toys and resources, which are of suitable design and condition are used well enough both inside and outdoors to help children enhance their all-round development. For example, art activities planned inside are also taken outside, providing opportunities for children to have a differing experience of exploring media to enhance their expressive art and design skills. Children's independence skills are supported generally well because practitioners ensure they are able to make some choices by themselves. For example, children choose whether they want to play inside or outdoors. Children benefit from time outside in the fresh air while exercising, which helps them learn that this keeps them healthy and supports them in developing their large muscle skills and coordination. For example, they manoeuvre bikes around one another without bumping in to their friends.

Established relationships and attachments are warm and secure between practitioners and children. Furthermore, practitioners work sensitively with parents to ensure that children's ongoing and changing needs are fully met. As a result, children are happy, settled and are confident to explore the environment both inside and outdoors. The key person system works well, ensuring all children's needs are quickly identified and met. This is because practitioners understand and value the importance of working closely and sensitively with parents from when the child first starts, as well as keeping them up to date with their child's progress. Children's behaviour is good and their self-esteem is positive. Practitioners provide consistent messages for children, helping them understand the boundaries and expectations. Practitioners praise children on their achievements, such as saying 'Well done for sitting nicely at the table,' which promotes children's table manners and concentration skills. Practitioners oversee children's toileting and self-care routines well. Children are actively learning about keeping safe and healthy by participating in daily activities or planned events. For example, children undertake regular emergency evacuation procedures to help them learn what to do should they need to leave the building quickly. Furthermore, practitioners talk to children about the benefits of eating healthy snacks of fresh fruit and raisins.

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

Effective recruitment and induction of practitioners, overseen by the committee members, ensure that the suitability and general performance of all practitioners working with children is appropriate. For example, the manager holds an appropriate childcare qualification with sufficient experience to undertake the role. The manager also liaises with the committee members to discuss any issues or concerns, ensuring that the pre-school playgroup continues to run smoothly, so that children benefit. Regular safeguarding training keeps practitioners up to date with current policies and procedures to ensure they are familiar with procedures, such as how to protect children and make referrals. Practitioners have a secure understanding of their role and responsibility to safeguard children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care and if necessary, refer these on to the designated

person at the pre-school playgroup for safeguarding. Children are supervised well both inside and outdoors because practitioners work well together ensuring that adult to child ratios are maintained in both areas. They effectively deploy themselves ensuring children's safety is first and foremost. Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. All required records to meet the welfare requirements for the Early Years Foundation Stage are in place and are accurately recorded. A good range of written policies and procedures, which are adhered to and implemented well by staff, underpin the running of the pre-school playgroup.

The manager has a positive attitude to making improvements and works well enough with the committee to identify practitioners training needs. However, this is not embedded, resulting in some practitioners not undertaking robust training to ensure they all have a secure understanding of the areas of learning and implement effective teaching skills consistently. This impacts on children not always being supported to make good progress. The setting has worked hard to address the recommendations from the previous inspection. For example, a nature play area has been introduced, which is enclosed and encourages children to explore bugs and nature while enjoying the fresh air and exercising. Furthermore, practitioners reflect on how the outdoor play is used to ensure they monitor the educational programmes sufficiently to support and enhance children's all-round development. The practitioners also value the input from parents and children to help make improvements to the service they offer, so that children continually benefit.

Partnerships with parents is positive. Practitioners understand and value the importance of communicating sensitively with parents when their children first start, as well as keeping them regularly informed about how their child is progressing. Most information is shared verbally supported by some written evidence, such as children's development files. Practitioners also value the support and input from other professionals to meet the overall needs of children. Close links are in place with medical professionals to support children with special educational needs and/or disabilities. Practitioners undertake robust training to enhance their skills in dealing effectively with children's immediate medical needs. Although, there are established links with the local school, the way information is exchanged with teachers and other early years settings is not maximised. This is because children's next steps in their individual learning are not always clearly shared, to further support continuity in their 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	EY434209
Local authority	Nottinghamshire
Inspection number	942526
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Elston Pre-school Playgroup Committee
Date of previous inspection	22/02/2012
Telephone number	01636525849

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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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