

Blackfordby Pre-School Playgroup

Village Hall, Sandtop Lane, Blackfordby, Swadlincote, Derbyshire, DE11 8AL

Inspection date	13/01/2014
Previous inspection date	18/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Generally, children are happy and well settled in the nursery, and have developed positive relationships with the staff, which supports their emotional well-being.
- Sound partnerships have been established between the nursery, parents and schools that the children are preparing to move to. This supports children's overall well-being.
- Staff use observations and assessments well to keep track of all children's progress.

It is not yet good because

- The quality of teaching is not always sufficiently focussed to fully challenge children's learning, to encourage them to think, practise and refine their skills. Therefore, children's learning and development is not always fully maximised.
- Staffing arrangements and deployment are not always effectively organised to meet the needs of the children at all times. As a result, learning opportunities are not always fully optimised.
- The outdoor play area does not fully promote children's exploration of the natural world.

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 the pre-school room and outdoor play area.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's learning journey records, tracking documents, planning systems, a selection of policies and procedures and children's records.

Inspector

Lianne McElvaney

Full report

Information about the setting

Blackfordby Pre-School Playgroup opened in 1981 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is run by a committee and operates from Blackfordby Village Hall. The setting serves the local community and surrounding villages. The accommodation consists of one large hall with associated toilet and kitchen facilities and an outdoor play area.

The playgroup opens Monday to Friday from 9.15am to 12.15pm during school term times. There are currently 32 children aged from two to four years on roll. The setting receives funding for the provision of free early education for two-, three- and four-year-olds.

The playgroup employs four members of staff. Of these, three hold appropriate early years qualifications at level 3 and one is unqualified. The setting receives support from local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- ensure the appropriate deployment of all staff so that the quality of their teaching is fully effective, to extend and challenge children in their learning and development.

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

- develop performance management procedures further to ensure that the planning, quality of teaching and staffing arrangements are consistently monitored so that interactions with the children support them to make good progress
- enhance opportunities for children to explore the natural environment in the outdoor play area.

Inspection judgements

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

Overall, children are making satisfactory progress in their learning and most are reaching expected levels of development for their ages. The setting has a good range of resources.

However, limited staff interaction with the children restricts opportunities to challenge children's learning. Children enjoy being imaginative as they explore and act out their own ideas when playing in the home corner and 'space rocket' role play, but staff miss opportunities to support children's learning through playing alongside them or modelling play. Some staff do not use questions well, to fully challenge children's thinking skills. Children have regular opportunities to engage in outdoor play. The outdoor environment is suitably resourced to develop gross motor skills and provides a safe place for children to engage in physical activity. However, there are limited opportunities for children to explore the natural world. Staff regularly observe children, highlight their achievements and identify their stages of learning. They complete the progress at age two using information gathered to evidence children's progress in the prime areas of learning.

During each child's induction, key persons obtain 'all about me' information from parents on what their child already knows and can do. This information is then used to aid the settling-in and initial assessment process. Staff subsequently use ongoing observational assessment to identify children's interests, different learning needs and physical abilities in order to track their progress. However, the identified priorities are not always routinely used to inform the planning of challenging experiences in all areas of the children's learning. As a result, children are occasionally not provided with challenging activities that are fully matched to their learning needs. Through a combination of informal conversations and access to assessment records, parents are kept adequately informed about their child's progress and attainment. Parents are encouraged to borrow books to share with their children at home. Staff effectively complete the progress check at age two so they are aware of children's progress at this stage and can share this information with parents.

Children's personal, social and emotional development is given high priority by the staff. Independence is promoted well and during each play session children can freely choose from a range of activities and play resources. Children confidently make decisions about where they want to play and what activities to play with. Friendships are appropriately fostered. Children extend and elaborate play ideas together as they use their imaginations during role play activities. For example, children prepare meals for one another in the home corner. Children's developing physical skills are effectively encouraged. For example, children pedal and steer ride-on toys and enjoy accessing the balancing equipment. In addition, children's manipulative skills are developing well. They mould, roll, use tools and make marks in dough. Children are developing their communication and language skills in meaningful situations, such as using play mobile phones in the role play area during child-initiated activities. Staff develop young children's awareness of words, numbers and other languages through displaying posters, and children have access to a range of books. However, occasionally the organisation of the session and the deployment of staff have an impact on the quality of the learning provided. This is because on the day of the inspection senior staff were not deployed to interact with children sufficiently. In addition, a senior member of staff spent time dealing with administration issues and the organisation of the room, instead of being actively engaged in promoting the children's learning and development. As a result, learning opportunities were not always fully optimised during this time.

Some staff support children's communication and language development appropriately and

most children express themselves with growing confidence. For example, children talk about the rocket ship they are painting, where they might travel to in the rocket and what they might see. However, at other activities the quality of teaching is not sufficiently focused to fully challenge children's learning to encourage them to think, discuss what they are doing and practise and refine their skills. For example, more able children are not always actively encouraged to challenge their thinking and staff do not always use all opportunities to encourage children to spontaneously count as they play. In addition, staff occasionally supervise the children instead of becoming actively involved in their learning and development. As a result, some learning opportunities are lost.

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

Children are generally happy and content in their environment and in the care of the staff. Most enjoy positive interactions with staff, which help them feel settled and secure, and the key person system generally supports this. Children are beginning to develop healthy practices. They are encouraged to wash their hands as part of the daily routine, before sitting to eat and after they have been to the toilet. They have access to drinking water throughout the day and their snacks are freshly prepared. There is opportunity for children to develop their self-help skills as they serve themselves at snack time and are encouraged to select their fruit and pour their own drink. These skills support them as they move to school. Behaviour is mostly positive as children play well together and respond appropriately to staff requests. Staff act as positive role models and they support children's awareness of safe play through reminders. There are sound systems in place for supporting children's moves to school. The staff have developed relationships with a number of schools that children move to.

All children and their families are warmly welcomed into this friendly pre-school. Staff effectively support children's well-being and relationships are positive, which helps children to settle and form secure emotional attachments. For example, children approach staff for reassurance if they are feeling upset and are happy around familiar adults, such as their key person. Children are supported appropriately in the transition from home to the pre-school. This is because parents are invited to settling-in sessions and staff gather a range of information about each child's family and background. For example, information is obtained about any known special dietary requirements, preference and food allergies, and any special health requirements. This effectively promotes continuity in the children's care and supports their continual well-being.

Staff support the transition of older children as they prepare to move into other early years settings. For example, the children's future teachers are invited to the pre-school, and staff complete transition documents which provide information about the children's learning and development achievements during their time with them. Staff appropriately supervise the children and ensure their safety in order to support their continual well-being. They create an environment where children independently access a good range of appropriate resources and materials. From a young age children gain an awareness of behaviour boundaries. Children are developing an awareness of safety and how to stay safe. For example, staff explain to children how to move heavy outdoor play resources safely.

Children's physical health is suitably addressed. They have daily access to the outside for fresh air and enjoy being physically active. Children's individual dietary needs are acknowledged and met because staff take account of the wishes of parents. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh fruit for their snack and are able to help themselves to a drink if they are thirsty, which ensures they remain comfortable and well hydrated. A member of staff models polite behaviour to ensure that snack times are social occasions where children sit together to enjoy their food and one another's company. Good manners are promoted and children are actively encouraged to develop their independence as they are supported to pour their own drinks. Furthermore, children are encouraged to take responsibility for their personal needs, such as independently using the toilet. All children are encouraged to develop appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection.

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

Children are kept safe as the staff are clear about their role and responsibility to protect them from harm. During the inspection, staff demonstrated that they have a good understanding of safeguarding issues, including reporting any concerns to the designated member of staff. They know what action to take if they have concerns about a child. The staff are clear about the signs of abuse and have contact numbers for agencies within their policy. The designated member of staff for safeguarding has an adequate knowledge of safeguarding issues. Children's welfare is addressed because staff-to-child ratios are maintained and clear records are kept of any accidents or incidents. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. For example, all staff working at the premises complete Disclosure and Barring Service checks, which are reviewed annually. This ensures that staff are suitable to work with children. Policies and procedures are in place to support the management of the provision. Daily risk assessments are established to ensure that children are kept safe. Exits are secure to protect children while on the premises. As a result, children move freely and develop their play and ideas, and are unable to leave the premises unsupervised.

Management has a general overview of the educational programmes and experiences required to help children progress towards the early learning goals. However, procedures to monitor the effectiveness of the planning and the quality of teaching, including staff deployment, are not always sufficiently rigorous. As a result, learning opportunities sometimes lack challenge because they are not sharply focused on children's precise learning needs and staff deployment is not always effective. Resources are in good condition and suitably maintained. Children are appropriately supervised as they play, which means that staff do act to promote their safety and well-being. Partnerships with parents are good. Parents speak positively about the setting and staff. They are encouraged to share their comments about the setting and to become involved in their children's learning by taking books home to read with them.

Management seeks support and advice from the local authority improvement team. In addition, parents are asked for their feedback through the use of questionnaires. For example, parents have suggested and volunteered to support baking activities. The recommendations raised at the last inspection have been met, which demonstrates that the pre-school has the capacity to improve. Management and staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals should the need arise. Partnerships with other providers who deliver the Early Years Foundation Stage are continuing to be developed. For example, transition documents are exchanged with the reception teachers in order to provide continuity in the children's ongoing learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	226195
Local authority	Leicestershire
Inspection number	818319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	32
Name of provider	Blackfordby Playgroup Committee
Date of previous inspection	18/11/2011
Telephone number	07722127793

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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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