

Tutbury Pre-School Playgroup

Tutbury Youth & Community Centre, Cornmill Lane, TUTBURY, Staffordshire, DE13 9HA

Inspection date

18/03/2014

Previous inspection date

21/04/2009

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

- Children are happy, interested and eager to try new experiences. They are making good progress in their learning and are supported well by skilled staff.
- Staff accurately observe, monitor and assess all the children's progress well, enabling them to plan interesting activities to promote learning. They carefully track this development to ensure children receive additional support should it be required.
- Children's self-esteem and confidence is continually encouraged through the praise and encouragement they receive. As a result, behaviour is good.
- Staff have formed strong relationships with children and their parents. Parents are kept well-informed about their children's learning which benefits children as learning is supported at home.
- Children's transitions are very well supported. This is because the pre-school works well with other local settings to ensure there is continuity of care.

It is not yet outstanding because

- Opportunities for children to develop their creativity and express their own ideas are less well planned for, at times some creative activities are too directed and resources are somewhat sparse.
- Children's independence is not as well extended as it could be at snack time by, for example, allowing children to pour their own drinks.

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, children and staff interactions throughout the session.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector observed snack time, lunchtime and their routine for tidying away.
- The inspector looked at children's assessment records and a selection of policies.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.

Inspector

Dawn Robinson

Full report

Information about the setting

Tutbury Pre-school was registered in 1973 and is on the Early Years Register. It is situated in the Youth and Community Centre in Tutbury, near Burton upon Trent. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications, including two at level 6, five at level 3 and 1 at level 2.

The pre-school opens Monday to Thursday 9am until 3pm and Friday 9am until 12 noon term time only. Children attend for a variety of sessions. There are currently 47 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four- year-old children. It supports children with special educational needs and/or disabilities. They are a member of Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- extend children's creative skills by, for example, encouraging them to express their own ideas, find new ways to do things and giving them the space, time and resources to explore and experiment
- consider ways to enhance children's independence and sense of responsibility by, for example, encouraging them to set up the tables for snack time, pouring their own drinks and chopping their own fruit.

Inspection judgements

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

Children are well cared for and make good progress in their learning and development. This is because all staff have a good knowledge of the seven areas of learning and staff know their children well. They observe them closely to assess what they like doing and plan interesting activities that encourage individual children's development. Consequently, children are well prepared and motivated for their next steps in their learning. Individual files are in place for all children and these include photographs, observations and assessments, which are linked to the areas of learning and are used to track and plan children's next steps. Staff use the tracking to ensure children continue to make good progress and receive additional support in the nursery and from outside agencies should they require it. Before children start at the setting, staff work closely with families to ensure they understand each child's individual learning requirements.

Children learn in an enabling, well-resourced environment in which they all engage in purposeful play. The continuous provision is planned for with resources being selected to support the interests of individual children and their next steps. Children are able to access a wide range of toys and resources independently. Young children enjoy printing flowers using large foam flower heads supported by an adult who talks to the child about the colours they have chosen. They play in the dry sand, exploring the texture and finding out how to spin a wheel by pouring the sand down a funnel which in turn spins a wheel. The children are supported by adults who extend their vocabulary and encourage the children to take turns and share. Older children start their day by recapping on previous learning and talking about what they will be learning next. They enjoy a 'letters and sounds' session as part of their daily routine. Adults are well deployed and engage in purposeful dialogue with children extending their knowledge and understanding through questioning, demonstrating and explaining. In the role play 'Flower Shop' children arrange real flowers in oasis. They enjoy writing down orders in the diary, typing on the computer keyboard and selling flowers to staff and other children asking them what they would like to buy and telling them how much it will cost. This encourages children's communication and language, develops their imaginative play and supports their mathematical development. Staff further support children's learning in mathematics by using size language when discussing the flowers as children arrange them. Older children recall the signs of spring and the blossom on the trees before making a picture of a tree with blossom on it using twigs and pink tissue paper. However, opportunities for children to develop their own creative interpretations are not fully explored due to limited materials being available. As a result children are not always given the opportunity to explore media and materials and to use their imagination.

Partnerships with parents are well established and are based on frequent and very effective information sharing. This ongoing sharing of information ensures parents are involved in their child's development. There are regular opportunities for parents to look at their child's learning journal and discuss their progress including the required progress check at age two. There is a good emphasis and focus to involve parents in children's learning so that this can be continued at home. Parents are invited to regular workshops, such as 'Messy Play' or 'Mark Making' where they can see their children engaged in different activities and find out about what and how their children learn. Parents receive a wealth of information about how children learn. Communication between the setting and parents is supported with a book in which the setting records information about their child's learning that week and allows parents and other settings to also share information. Children take home activity sheets and books on a regular basis. Newsletters and an informative website provide further information to support parents and children's learning at home.

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

The pre-school is welcoming, stimulating and inviting. When children first start at the pre-school they are given time to settle in and adjust to the new environment. A well-embedded key person system where children are allowed to choose their key person based on their developing relationships with staff is in place. This enables children to feel safe and secure. It also promotes effective relationship building with parents and other

settings. Information is regularly shared between the pre-school, parents and other settings which children attend ensuring continuity of care. Children learn about safety through routine procedures, such as practising the evacuation process so they know what to do in an emergency. In addition, children learn about road safety during regular outings and a road safety day. Children's behaviour in the setting is good. Staff are good role models and give lots of encouragement, praise and model good manners. Staff use a parachute to engage young children. They play cooperatively as they move the parachute up and down and take turns to hide under it. Staff enthusiastically support the children to join in with the rhymes and reinforce their developing positional language. The staff positively praise the children's efforts. As a result the children's self-esteem and confidence is developed.

Children's health and well-being is promoted through regular use of the outside play area in which children are able to access a range of resources some of which present a challenge to children and enables them to take risks. For example, children balance on beams and climb a steep frame with the support and encouragement of an adult. The staff and committee have plans to develop the outside area at the front of the building to make it secure and allow free flow access from the rooms. This will enable the children to access the outside throughout the session. Older children are encouraged to manage their own personal hygiene and go to the toilet independently. Children learn about keeping healthy through a variety of activities. Children understand the importance of keeping their hands clean before handling food or after using the toilet and regularly clean their hands by either washing them or using sanitising gel. Children make their own fruit salad and healthy sandwiches by chopping up the fruit and spreading their own fillings on the bread before cutting it into different shapes. Staff know about children's individual dietary needs through the information gathered from parents before children attend the setting. Children are encouraged to be independent by taking responsibility for their own property, such as hanging their coats on a peg, putting their lunchbox on the trolley and self-registering. However, adults set the table for snack and pour the children's drinks, as a result opportunities to further develop children's independence in everyday routines are not maximised.

Transitions between rooms are managed well. Children are familiar with all staff and there are daily opportunities for the children to join together for activities. Information is shared with other settings the children attend. Children are prepared for school with regular visits to the pre-school by members of staff from their chosen school and visits to the schools by the children. School staff are invited to the pre-school staff meeting where information about individual children can be shared. This ensures that the transition between the pre-school and school is a positive experience for the children.

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

The manager and staff work closely together forming a very effective team. They are motivated and committed to providing good quality provision for all children. They have a good understanding of the Early Years Foundation Stage requirements and strive to provide enjoyable learning opportunities covering a wide range of subjects to increase

children's knowledge. The staff work together to plan activities. They regularly invite visitors to the setting to enhance children's learning and provide new experiences. For example, children are given the opportunity to paint mugs and plates by a local ceramic business ready for Mothering Sunday. The manager encourages staff to widen their knowledge and experience by improving their qualifications and attend training. There are opportunities throughout the year for staff to support each other, share ideas at regular staff meetings and engage in supervisions with the manager. The committee and manger carry out annual appraisals with each member of staff. Children's progress is carefully monitored through a tracking system which enables the manager to identify any areas which require further development. For example, the setting is working on further developing the teaching and learning in mathematics based on analysis of children's progress using the tracking sheet.

The pre-school is secure. During times when parents and their children are arriving at and departing from the pre-school, systems are in place to keep children in one room away from the main entrance. Staff are extremely vigilant to ensure that any unauthorised person is not able to enter the setting nor any child able to leave unsupervised. Effective safeguarding arrangements are in place, including the checking of the suitability of staff to work with children. All staff attend safeguarding training so they understand the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Appropriate policies and procedures are in place and shared with parents as well as comprehensive risk assessments. This helps to ensure a safe environment for children and to reduce risk or hazards.

The pre-school invites staff, committee members, parents and children to contribute to their self-evaluation. Regular parent questionnaires and surveys also provide information which can be used in the future development of the setting. The pre-school has developed strong partnership with other local providers which supports the children's continuity of care. Health visitors, local authority advisors and the area Special Educational Needs Coordinator work well with the pre-school to provide a good level of support to the children and their families. Parents speak highly of the staff, stating that they are 'dedicated, caring and approachable'. Parents talk about their child feeling 'safe and happy' and the good progress the children make. Parents are very happy with all aspects of the pre-school and discuss with enthusiasm the knowledge they have gained about the Early Years Foundation Stage and how their child learns through attendance at the parent workshops.

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	EY218984
Local authority	Staffordshire
Inspection number	869770
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	47
Name of provider	Tutbury Pre-School Playgroup Committee
Date of previous inspection	21/04/2009
Telephone number	01283 520346

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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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