

Turvey Pre-School Playgroup

The Reading Room, High Street, Turvey, BEDFORD, Bedfordshire, MK43 8DB

Inspection date	01/04/2014
Previous inspection date	12/11/2008

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

- Practitioners provide an inviting and stimulating range of play materials and activities, both inside and outside, to engage the children. Consequently, through their exploration and practitioners' effective teaching methods, children make good progress.
- Practitioners have a secure knowledge and understanding of all areas of safeguarding procedures. Therefore, children learn in a safe and secure environment.
- Through effective self evaluation, practitioners reflect on their practice and actively seek to expand their already good understanding of how children learn. Consequently, children continue to make good progress across all areas of learning.
- A well-established key person system enables practitioners to work in close partnership with parents to ensure that children's individual care and learning needs are identified and met.

It is not yet outstanding because

- There is scope for some practitioners to give children more opportunities to predict outcomes before they investigate and experiment, to maximise their learning and development.

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 activities in the pre-school and talked with the staff, children and management committee members.
- The inspector viewed the areas of the premises and garden used by the children.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and a range of other documentation, including the safeguarding procedures and self evaluation documents.
- The inspector took account of the views of parents from discussions with them.

Inspector

Katrina Rodden

Full report

Information about the setting

Turvey Pre-School Playgroup was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee. It operates from The Reading Room in Turvey, Bedfordshire. Children have access to an enclosed outdoor play area. There are five staff members, all of whom hold relevant childcare qualifications.

The pre-school is open Monday to Friday during term time. Sessions are from 9am to 12noon on Monday to Friday and from 12.45pm to 3pm on Tuesday to Friday afternoons. There is also a lunch club each day from 12noon to 12.45pm. There are currently 31 children attending who are within the early years age group. Most of the children live locally. In addition there is a before and after school club that drops off and collects children from the nearby Lower School.

What the setting needs to do to improve further

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

- increase children's opportunities to predict outcomes for their investigations and experiments to optimise their learning to the maximum.

Inspection judgements

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

The pre-school has a wide variety of toys and resources that children can freely access both inside and outside. The compact rear outside space has been carefully planned to incorporate all areas of learning in an imaginative way. Consequently, practitioners ensure that children have stimulating and engaging activities that enable them to make good progress in their learning and development. Although practitioners take time to clearly answer children's questions, opportunities allowing children to predict outcomes through additional questioning and giving time for children to consider their responses are occasionally inconsistent. Consequently, children do not always make rapid progress in their learning. Children do, however, make good progress as practitioners skilfully use the children's interests and ideas to extend learning. For example, children enjoy playing in a role play shop. Practitioners use cards with printed numbers on them to show the price of items. Older children recognise the figures and count buttons out to pay for their shopping, while younger children make marks with pens on paper to create a shopping list. Practitioners accurately record children's achievements as they play. Through the information gathered, practitioners plan new activities based on developmental needs so that they can support children's individual progress. For example, children enjoy a walk in

the countryside to discover signs of spring. New words are introduced into their vocabulary as they study similarities and differences between plants.

Children are encouraged to join structured activities to help prepare them for school. Children jump from a low level frame onto numbers, which they then need to identify to promote number recognition. Practitioners encourage children to share resources, take turns and to recognise their names on coat hooks and cards at the lunch table. Children move to the next stage in their learning and consequently are prepared for their subsequent move to school.

Parents share information from home about their children's interests and developmental stage. This helps practitioners identify any areas of development that need additional support to ensure that good progress continues in all areas of learning. Practitioners quickly establish good relationships with both children and parents and share ideas with them to continue to expand learning opportunities at home. Each child has a book that contains their individual learning journey. These books are shared with parents twice a term so that they can see the progress their children have made. Children are proud of their achievements and enjoy taking these books home to show their families.

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

Children quickly settle within the pre-school. Practitioners gently remind children of rules to be kind to each other, to share and to take turns. Consequently, children are well-behaved as they join in activities with their peers. By maintaining consistent boundaries that children understand, practitioners foster an environment in which children feel emotionally secure. In turn, children rapidly become active learners and make good progress in all areas of development.

There is a well-established key person system that enables children to quickly build up a trusting relationship with practitioners. Consequently, children feel secure in the pre-school so that they can continue to learn and develop. Parents can talk to the key person about the specific care needs of their children. This might include dietary, learning or physical care needs. At the end of a session significant information about the day can be passed to parents, maintaining a clear two-way channel of information. The key person effectively communicates with other settings the children attend so that consistency in learning progress can be maintained. Before children start to attend school or another setting they are accompanied by their parents and key person for a visit. This is a valuable experience for children who are then able to discuss any concerns they have with practitioners and parents to help make the transition as smooth as possible.

Practitioners act as positive role models for children and encourage them to adopt healthy lifestyle choices. Children independently wash their hands before eating food and after using the toilet. Physical activity is encouraged to keep children fit by using climbing frames, balancing beams and tricycles. By using these resources children make good progress in their physical development. While out walking children are reminded to hold an adult's hand and to keep away from ditches to reduce the risk of accidents and falls.

Children have the option to stay for a lunch club. They can bring a healthy packed lunch and practitioners take the time to discuss the importance of a balanced diet.

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

The pre-school has effective safeguarding procedures in place that all practitioners and management committee are familiar with. All practitioners and regular volunteers who visit children are selected and recruited using appropriate methods to ensure that they are suitable to work with children. Children are taught how to keep safe from harm by discussing who they can talk to if they are worried or concerned. Consequently, children play and learn in a safe environment.

Managers ensure that all children's records are kept up to date and that tracking methods of children's progress are accurate and easily accessible. The systems used to track progress are well-established and ensure that managers and practitioners can quickly identify any emerging gaps in learning. Any gaps can be effectively addressed so that children consistently move to the next stage in their development. The pre-school actively evaluates the delivery of care and education. Views are sought from parents and outside agencies who work with them and professional development is encouraged. Managers and practitioners meet on a regular basis to evaluate the delivery of care and education provided. Through their self-evaluation actions to support ongoing developments can be planned, including professional development and strengthening the well-established community links. Managers and practitioners value the importance of accessing relevant training to further expand their already good understanding and knowledge of children's learning and development needs. Consequently, children continue to be supported in an effective way to promote good progress.

Partnerships with parents, other settings and external agencies are strong. Teaching staff from surrounding schools visit the pre-school and practitioners actively seek advice from specialist support, such as speech and language therapists, when necessary. The pre-school accesses the local mobile library and ladies from the village church regularly visit to read to and with the children. The management committee that governs the pre-school is made up of a group of pro-active and supportive parents. One of their roles is to represent the views and wishes of parents, which are fed into short, medium and long term plans for the pre-school. Parents are generally very supportive of the care and support children receive. Practitioners ask for parental permission to use communication books between the pre-school and other settings that children attend. This ensures that communication networks remain open and any concerns around the children's learning or welfare can quickly be addressed. Consequently, children make good progress across all areas of learning and development.

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	219100
Local authority	Bedford Borough
Inspection number	865772
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	31
Name of provider	Turvey Pre-School Playgroup Committee
Date of previous inspection	12/11/2008
Telephone number	01234888970

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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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