

Holbrook Pre-School PlayGroup

Moorside Lane, Belper, DE56 0TW

Inspection date

Previous inspection date

29/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The premises are not always made secure enough to ensure the overall safety of the children at all times.
- Risk assessment of the security for the premises is are not always appropriate in ensuring children's safety.
- Children cannot easily choose from the whole range of toys or resources independently, which reduces the options for them to enhance their own learning.
- Staff occasionally miss opportunities to enhance children's mathematical skills by counting and calculating in everyday routines, to help them further develop their interest and understanding of mathematical concepts.

It has the following strengths

- Staff work effectively with parents to settle children in and provide them with comfort and trust. Consequently, children form strong attachments and relationships.
- The key persons gain a good knowledge of individual children. Therefore, staff meet children's care and learning needs well and children are making good progress in their learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with management and spoke to the staff and children.
- The inspector observed activities indoors and outside, including snack.
- The inspector held a joint observation with the manager.
- The inspector sampled relevant documentation, including policies, procedures, risk assessments and evidence of staffs' suitability.
- The inspector looked at the pre-school's action plan for improvement.

Inspector

Janice Hughes

Full report

Information about the setting

Holbrook Pre-School PlayGroup was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a building behind Arkwright Hall in the village of Holbrook, in Derbyshire. The pre-school is run by a committee and is open five days a week, offering 10 sessions. Morning sessions run from 9am until 12noon and afternoon sessions are from 12.30pm until 3.30pm, during term time only. The club also offers a lunch time session from 12noon until 12.30pm on a Monday and Friday. There is an area for outside play. Currently, there are 43 children on roll, of whom all are in the early years age range. The pre-school provides funded early education for three- and four-year-olds. The pre-school employs four childcare staff, of whom all hold an appropriate early years qualifications at level 3 and the manager holds a qualification in Childcare studies at Level 5. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- ensure the premises are secure at all times, paying particular attention to the entrance to the pre-school, so children are always safe
- ensure risk assessments are robust enough to keep children safe, paying particular attention to the security of the premises.

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

- make the most of children's everyday opportunities and routines for counting and calculating, so that they can increase and reflect on their emerging mathematical skills
- provide more opportunities for children to select and access all resources and toys easily, so that they can increase their independent skills and enhance their own learning.

Inspection judgements

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

Children's progress is good. They arrive at this pre-school in a bubbly and enthusiastic manner and immediately engage themselves in their play. Staff know the children well as individuals and promote their learning and development effectively. This is because they

make time to find out from parents about their children's preferences and capabilities. Staff use the information gathered to inform children's starting points. As a result, staff plan for children's interests from when they start. This in turn helps them to settle into pre-school life quickly. Staff make good use of observations as children play, to assess their ongoing progress. Therefore, key staff are able to note any learning gaps to be narrowed and introduce focused planning. Key persons identify appropriate next steps in their key children's learning. This detail is available to all staff, so they can ably support children as they play. Key persons produce summary reports that they share with parents. These inform parents of the progress their child is making and of the planned next steps in their learning. Parents' comment that they are able to support their child's learning at home and speak very positively of the support, which they and their child receives. Teaching and observation processes are effective in helping children progress well towards the early learning goals. Assessment procedures are robust and key persons use this to produce the required progress check at age two. This information is shared effectively with parents who comment they are happy with the progress their children are making.

Staff are enthusiastic about activities and this enthuses and inspires children, motivating them to join in. For example, children are playing in the mud kitchen outside, using the mud, pots and pans and different sized spoons. A member of staff joins the children and through effective teaching methods, she encourages them to make soup and cakes. Children use their imagination well and are soon cooking vegetable soup and chocolate cake with strawberries and vanilla icing. Staff extend this and provide opportunities for children to solve problems as they try and find the right lids to fit on the saucepans. These opportunities encourage children to persevere and are helping them with their readiness for school. Children are confident and keen to interact with the staff. They are learning to play cooperatively with other children and developing good communication skills. In addition to this, they are provided with responsibilities, especially at snack, where they hand out cups and plates. These times are sociable and provide opportunities to children to hold purposeful conversation about their families and experiences. However, there are missed opportunities for staff to enhance children's mathematical skills at routine times such as this. For example, they do not encourage children to count and calculate how much fruit is required, to help them develop a better interest and understanding of mathematical concepts.

Children particularly enjoy stories that staff make up, getting very involved in some of the actions. This supports their learning well as they learn to listen and pay attention. For example, staff tell a story of monsters and this evolves with children running around the garden pretending to be monsters. They also enjoy listening to books that they look at themselves or with staff. There are some good writing materials both indoors and outside. This provides positive opportunities for children to freely develop their pre-writing skills, throughout the play environment. Children enjoy outdoor play and have easy access to their coats and boots. They can go out in most weathers. The grass area has large tyres or tree trunk pieces that help children develop physical skills, such as climbing and balancing. The ride-on toys are very popular and children are able to use some of these well. Staff extend children's play to cover other learning experiences, such as engaging them on imaginary shopping trips that helps them to develop their communication skills. Staff support children's communication and language development well. They ask questions of children that need them to think of an answer, valuing their ideas and

thoughts. Children enjoy exploring the sounds of the saucepans and listen to songs that staff sing along to. This all helps to promote children's expressive arts and design skills successfully.

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

The weaknesses in the pre-school's security procedures means children's well-being cannot be assured and their safety is compromised. However, there are some appropriate opportunities to help children to learn how to stay safe. For example, when they go on local outings, they talk about crossing the road safely. They take part in regular fire drills, which enable them to learn how to evacuate the building quickly in the event of a fire. Children are settled in the care of staff. They make warm and trusting relationships with staff and one another. Staff get to know about children's backgrounds and families, which enables them to talk with the children about their lives. This helps children to feel comfortable and contributes towards the smooth move between home and the pre-school. Staff help children prepare for school by encouraging their independence skills, such as managing clothes and personal hygiene routines. They enable children to meet other children who will start school with them, to help develop their confidence in a new situation, by visiting the library and local attractions. Also, staff have made contact with each of the other settings that children also attend to share information to support their well-being between different providers.

The learning environment is attractive and furniture suits the requirements of younger children, allowing them to sit and take part in table-top activities and eat their meals sociably. There is space for larger floor play or construction play. There is suitable furniture and areas for children to have a rest comfortably, if necessary and an appropriate range of toys and equipment provided to support play. However, the toys and resources are not stored in the room where the children play and there are no procedures in place to enable them to select from the whole range of toys. As a result, children are not always able to choose to add the different items to their play spontaneously.

Children behave well because they know what is expected of them through familiar routines and explanations. Staff encourage children to be well mannered, prompting them to say 'please' and 'thank you'. There is a written behaviour management procedure, which gives parents information on how they will deal with different types of behaviour. Children are rewarded for their good behaviour and staff act as positive role models. Staff encourage children, to share and take turns through activities and to be kind with their friends. They praise children's efforts and achievements, which helps boost their self-esteem and aids their emotional developments. Staff promote children's healthy lifestyle appropriately. They make choices from healthy options at snack times, which include fresh fruit. Staff provide regular opportunities for children to exercise daily and challenge their physical development. They emphasise the affect exercise on their bodies, as staff suggest that children have some quiet time and a drink after running around in the outside area.

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

The leadership and management is inadequate as they have failed to ensure children are kept safe. This is because entry to the pre-school is not secure at certain times of the day. For example, at the start of each session, especially the morning session, the door straight into the pre-school is left open. On the day of the inspection, the inspector was able to walk into the premises and was inside the building before being acknowledged. This compromises the safety of the children because it means that persons unknown can walk into the premises and children can leave. This is a breach in the requirements of the Early Years Foundation Stage and the compulsory part of the Childcare Register because the premises are not secure at all times. The manager and committee have a suitable understanding of their roles and responsibilities with regard to child protection issues. The vetting and recruitment procedures at the pre-school are generally good and this ensures the staff are suitable to work with children. All staff are aware of the procedures for dealing with child protection concerns. A range of policies and procedures are in place and documentation and records are complete to help ensure children's health needs are sufficiently well met. All staff take responsibility and use risk assessments to help maintain children's health and safety inside each room, as well as outside. However, the risk assessment on security of the premises is not implemented adequately and therefore, children's safety is compromised.

A suitable self-evaluation of the pre-school is in place, in order to identify priorities for development and improve the quality of care for children. Management have given thought to the pre-school's strengths and areas in need of further development, although, not all have been successfully identified, such as the risk assessments and security. Discussions and questionnaires help to gain the views and ideas of parents and staff for the pre-school's evaluation. There are clear development plans in place. For example, they have identified the need to improve the outside area for all children, to help their all-round development. Management understand the importance of enhancing staff skills to ensure all children make good progress during their time at the pre-school, in order to prepare them well for their future education. A thorough induction process helps ensure new staff are well informed of the pre-school procedures. Ongoing support for staff with supervision sessions and annual appraisals helps to improve their professional development and practice. Staff clearly understand the learning and development requirements and ably support children's progress. The key persons assess children's progress regularly and this enables them to reduce any gaps in a child's learning.

Partnerships with parents and carers are strong. Parents can feedback to the pre-school any concerns they have through one-to-one meetings with the management. There is a range of useful information made accessible to parents in the entrance to the pre-school, ensuring that they are well informed. In addition, daily feedback is shared with them about their child's day, relating to what they have done each session. Parents engage well with the staff and they routinely share information about their children, so there is an effective two-way communication. This ensures parents are aware of their child's day and helps to promote continuity in care. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning. The manager also understands the importance of liaising with other professionals, such as the local authority improvement officer. There are established partnerships with others, such as social services, health visitors and the local school that help the staff meet children's individual needs well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

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	EY471274
Local authority	Derbyshire
Inspection number	941870
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	43
Name of provider	Holbrook Pre-School Playgroup
Date of previous inspection	not applicable
Telephone number	07800891324

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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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