

Co-operative Play and Learn

L C S Employees Sports & Social Club, Birstall Road, Birstall, LEICESTER, LE4 4DE

Inspection date

Previous inspection date

12/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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	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 work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As a result, children are settled, happy and supported well in their care, learning and development.
- Children learn well in an enabling, well-resourced environment that fully promotes their independence and creativity.
- The pre-school is very welcoming and families feel that their children are happy, safe and making good progress in all areas of their learning.
- Good priority has been given to developing an understanding of the safeguarding and welfare requirements, and policies and practices are effective in ensuring the safety and well-being of children.

It is not yet outstanding because

- Practitioners could provide parents with more information to enable them to fully extend and enhance children's learning experiences at home should they wish to do so.
- Information on children's current likes and interests is not consistently identified to support practitioners to effectively plan purposeful next steps in 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.

Inspection activities

- The inspector observed activities in the playroom, outside area and during lunch time.
- The inspector spoke with the manager, practitioner and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, planning documents, children's records and their learning journals.
- The inspector took account of views of the parents spoken to on the day.
- The inspector checked evidence of suitability and qualification of practitioners working with the children.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Co-operative Play and Learn was registered in 2013 on the Early Years Register. It is situated in a mobile building in the grounds of Leicester Co-operative Sports and Social Grounds, in Birstall, Leicestershire. It is privately managed. The pre-school serves the local area and is accessible to all children. It is open from 8am to 6pm, all year round and children attend for a variety of sessions. It provides funded early education for two-, three- and four-year-old children. There are seven children on roll in the early years age group. There are two practitioners who work with the children and hold appropriate early years qualifications at level 3. There is an enclosed area available for outdoor play, which links directly to the main play room.

What the setting needs to do to improve further

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

- review the way information is shared with parents so they can support their children's learning by suggesting activities that they might like to do at home
- extend the range of information exchanged with parents to include more detailed information on children's current likes and interests to further aid their personalised learning.

Inspection judgements

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

Practitioners at the pre-school have a very good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and plan a very balanced educational programme. Children are already starting to make good progress in relation to their starting points and ability. This is considering the length of time they have been at pre-school and how often they attend. Practitioners build on the useful information gathered from parents about children's care and learning. However, there is scope to extend this process further by seeking out children's current likes and interests and planning activities around this. Practitioners know all the children well and provide toys and resources that they enjoy but are also challenging to them. The key person carries out initial assessments of children on entry through observing them at play during their first days at pre-school. Photographs of the children playing and learning enhance the observations. All of this information enables the key person to identify children's next step in learning and plan for it. Related documentation is in place ready to implement the progress check at age two. Tracking systems in line with early learning

goals have been started as recommended by the local authority, to ensure gaps in learning are quickly identified and planned for. As a result of effective assessment and recording children's progress, parents receive a clear picture of what their children are learning. The children are extremely proud of their learning journals and can access them independently as they are kept in their own drawers, sharing them with others and discussing their learning.

Children's communication and language development is promoted well throughout the pre-school. Practitioners speak directly to children and skilfully question them to encourage their thinking and problem solving skills. For example, they ask at lunch time, 'How many plates do we need today?' A child thinks and counts the children at the dinner table. The practitioner says, 'Don't forget me.' The child responds by smiling and adding one more number. Practitioners teach children action songs then children find soft toys to sing songs to and share their enjoyment of singing. Practitioners constantly talk to the children as they play, asking them questions and modelling correct language. Children learn to recognise their own name as they use name cards to self-register on arrival. They find their own coat peg and hang up their coat, which supports their sense of belonging. Books are chosen by the children when the 'Book Bus' visits and they read them together in the cosy book area. Literacy and numeracy is evident throughout all areas of learning in the pre-school room, it is a print rich environment. Children are starting to be prepared for school life as they organise themselves effectively during activities. For example, they get aprons out of a drawer and return them once they have finished painting. They are also able to manage their own needs at lunchtime. Children are beginning to understand the diverse world in which they live. For example, they take part in activities to raise their awareness of cultural celebrations, such as Chinese New Year.

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

Children play in warm, welcoming surroundings which are very well organised to promote learning. They move freely from activity to activity, independently choosing resources which are easily accessible to them both inside and outdoors. The key person system is effective with strong attachments forming between practitioners, children and their families, promoting good levels of well-being. That said all practitioners know all the children very well. Children are proud of their achievements and practitioners recognise their efforts by continually praising them. For example, a child who steps carefully up ramps and across logs is acknowledged by the practitioner as she smiles at her saying, 'Come on, you can do it.' The practitioner then challenges the child to jump along the logs and the child smiles and confidently succeeds. Children are very well behaved and respond to encouragement from practitioners to share and take turns with resources and during activities. They show familiarity with routines, taking responsibility as they tidy away resources enthusiastically while singing a tidy up song and helping organise the table at lunch time. Children are given many opportunities to develop their independence and recognise their own needs ready for starting school. For example, they pour their own drinks and sometimes prepare fruit for sharing at snack time. They are encouraged to put on their coats as they prepare to play outdoors. They use paper handkerchiefs and blow their own noses and throw used tissues in a bin. Although there are currently no children ready to start school, practitioners have in place good school transition arrangements to

ensure all parties work together to meet the children's ongoing needs. Children eat a variety of healthy meals throughout the day. They successfully spread cream cheese from small tubs onto toasted bagels and crunch cucumber sticks. Individual children discuss their preferences as they share a variety of fruit. The manger shares menus with parents. They say they are pleased the children sit down together, learn to use cutlery and enjoy drinking water and milk. Once they finish their lunch children wash their hands and faces admiring their clean faces in the mirrors.

Children spend time in the fresh air through daily outdoor play. An enclosed outdoor area has been developed with independent access from the main play room. They play outdoors in all weathers as a canopy covers part of the area. Children have a host of opportunities to make independent choices of resources such as balancing on log steps and making marks with coloured chalks on black paper. Some children ride tricycles, others weave pushchairs and scooters around the number track successfully negotiating obstacles. A beach area entices the children to explore sand and water and they enjoy playing with sea creatures. They plant vegetables, flowers and herbs taking care to water them and marvel at their growth. They enjoy exploring how sounds can change as they play with a variety of sizes of metal pans which hang on the hand rail. Children's physical development and understanding of the world is further enhanced as they have opportunities to play on the adjoining sports fields and learn first-hand about the natural world.

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

Leadership and management is very good because there is a strong commitment to providing a high quality provision for all children. All practitioners convey a genuine enthusiasm and passion for their work and this is evident in their daily interventions with the children. In the short time the pre-school has been opened they have worked very hard to ensure they are offering a quality service. The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented. Practitioners have all undertaken the required safeguarding training and are aware of the procedures to follow should they have any concerns about a child in their care. Parents are advised of the pre-school's safeguarding policy and have further information provided on a noticeboard. A range of other policies and procedures to support the effective running of the setting are also shared with parents so that they are clear about the care provided. Children's safety is given very high priority. Regular risk assessments are undertaken and routinely reviewed alongside detailed daily checks ensuring the children are always safe at pre-school. Children show they feel safe and secure as they move around the environment. They take care to walk carefully but with confidence across the step to the outside and down the ramp. Information needed to support children's welfare is sought at the time of registration. This includes medical history, allergies and individual health needs.

Effective recruitment procedures are in place which means that only those suitable to work with children are appointed. Practitioners are competently monitored and supported by the manager. A system of appraisals and regular supervision meetings is establishing ensuring

practitioners feel valued and supported. Training is attended by practitioners to support children's individual needs and family backgrounds, to ensure that they are fully promoted. Self-evaluation is becoming embedded, ensuring that areas for improvement are realistic and enhance children's experiences at pre-school. This takes into account the views of practitioners and parents and there is a clear vision for the future.

Parents are warmly approached by practitioners on arrival and at collection time and a good exchange of information takes place about the children. Other information is on a website and parents see photographs of activities and learning that their children have been involved in. Parents spoken to are extremely complimentary about the pre-school, expressing a high regard for the practitioners and their provision and say, 'It's amazing, my child's confidence has significantly improved in a short space of time.' Parents know their children are learning and developing as they sing songs they learn at pre-school at home. Parents also read observations of their children and see photographs taken of them at play in their child's learning journal. However, practitioners do not always fully support all parents to be actively involved with their child's learning at home. This means that children's learning is not always fully enhanced and maximised. The pre-school promotes partnership working and is developing relationships with other pre-schools in the area and the local children's centre.

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	EY472097
Local authority	Leicestershire
Inspection number	945860
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	7
Name of provider	Angela Clare Wetton
Date of previous inspection	not applicable
Telephone number	07443 606287

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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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