

# Barrow Pre-School Playgroup

Methodist Church Rooms, North Street, Barrow Upon Soar, Leicestershire, LE12 8QA

<b>Inspection date</b>	13/05/2014
Previous inspection date	21/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff promote children's safety through robust procedures for the collection of children and good safeguarding policies that are fully understood by all of the staff. As a result, children are kept safe.
- The key person system is firmly embedded into practice so children's well-being is fully supported.
- Staff create thoughtfully planned playrooms which provide enabling environments for all ages of children to learn together. They benefit from a wide range of real-life play materials to support their learning and development.
- Staff have a good understanding of child development and how children learn. As a result, the quality of teaching is good and children are motivated to learn.
- Partnerships with parents, carers and other professionals are strong, and as a result, children make good progress in their learning and development.

### It is not yet outstanding because

- Staff do not consistently maximise opportunities for children to learn about food and where it comes from at snack time.
- There is scope to enhance opportunities for children to use and develop their own ideas during craft activities.

## **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 had a tour of the pre-school, looked at documentation and spoke to staff.
- The inspector observed children and looked at their learning journey records.
- The inspector held a meeting with the manager and the nominated person and conducted a joint observation.
- The inspector checked evidence of staff qualifications, the pre-school's self-evaluation form and improvement plan.

## **Inspector**

Samantha Faulkner

## Full report

### Information about the setting

Barrow Pre-School Playgroup was registered in 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Barrow upon Soar, Leicestershire, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms within the methodist church and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and seven hold level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 67 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- maximise opportunities at snack time for children to learn about food and where it comes from, for example, by encouraging them to choose, peel and cut up the fruit
- enhance opportunities for children to think critically and to make choices, when taking part in some adult-led activities, by giving them more open-ended resources so they can develop their thoughts and ideas.

## Inspection judgements

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

Staff use information from parents about what children like and can do at home and carry out observations to find out what children's starting points are. The information gained from the observations is used to effectively plan for children's individual needs and next steps of learning. Children demonstrate different styles of learning, and staff use this information to ensure they provide a well-resourced and welcoming environment, inside and outdoors. For example, children's interest in trucks leads to a large floor tray, enhanced with stones and hay for the children to play with their trucks and diggers in. Children use their imagination and play alongside each other. Staff use the same theme to introduce boys to early writing, which they enthusiastically join in with. Staff regularly assess children's learning and record this in individual 'learning journeys', which are shared with parents and carers. Children enjoy looking back through their folders and share their learning with each other and the inspector. Staff complete regular assessments, including the progress check at age two, which is shared with parents. This helps parents to support their child's learning at home. Parents attend a training evening

at the pre-school where they learn about teaching and learning through the use of 'loose parts', which are items of junk of different shapes, sizes and textures for them to nurture their creativity and imagination. This means that children have a consistent approach in their learning and all adults who care for them can help them to make good progress.

There is an excellent variety of resources and the room is thoughtfully set up each day. Staff create areas that are inviting to children's imagination and allow space for them to play on the floor or tables, including an area indoors to run around. One of the role play activities is an exciting hairdressers shop, where staff use magazines as a talking point to encourage children's communication and language and to make decisions about how they want their hair styled. Real-life equipment, such as bottles, brushes and hair clips, further enhance the children's imagination and creativity. The pre-school understands the importance of fostering the different ways in which children learn, and ensures they offer activities or routines to support this. For example, short group time enables staff to teach children in separate age groups. Older children focus on school readiness and younger children spend valuable time with their key person where they learn about different dinosaurs, make dinosaur feet and learn to count. Children communicate well and play well together, taking turns as they ride their bikes and cars outside. The pre-school supports children with special educational needs and/or disabilities, by providing some one-to-one support and working in partnership with other professionals. Staff are suitably trained and adapt routines or the environment to make the pre-school truly inclusive. Staff support children with language or communication delay by leading small social communication groups that focus on children's speech to ensure they can communicate their needs. Visual timetables help children to understand the routines of the pre-school and to feel included. Staff attend training with the local authority to learn strategies to support children's communication and language. As a result, opportunities to foster children's communication and language are maximised.

Children are keen learners who are well prepared for school. Staff teach them to listen to instructions during the session and to be attentive during short group activities or when listening to stories. Staff extend children's vocabulary, introducing new words during all activities. All children take part in an adult-led activity to make bird feeders, however, the member of staff makes all the decisions and, as a result, children do not have the opportunity to make their own choices about how to make it or what resources to use. Consequently, their ability to think critically is not fully promoted. Children are encouraged to make marks for a purpose, and the boys in particular enjoy learning early writing skills during an activity with trucks and tractors. Children work very well together, particularly outside where they play games, pretending their vehicles are broken. The children take them to the garage where other children use tape measures and play tools to make repairs to the vehicles, during which time staff introduce larger numbers and mathematical language. As a result, children make good progress.

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

Children enjoy their time at pre-school and they are happy and engaged in their play. The staff team work effectively together and are committed to providing a secure and supportive environment for all children. They put careful thought and time into making the

rooms inviting for the children and reflect on what children previously enjoyed playing with. For example, there is a strong dinosaur theme because a few children show a keen interest in it. The key person system is well embedded into the daily routines of the nursery. Parents and children know their key person, however, the children are confident with all staff because they spend most of the day in a mixed age group with all staff present. This sense of familiarity builds children's confidence, which is further developed during group activities. Children's behaviour is good, for example, staff gently remind them of which area they can run in, and children respond positively. Children are all well mannered and polite to each other and the adults looking after them, making this a lovely place to learn.

Staff make good use of the outdoor area and the local park and gardens that are close by. Children have daily experiences outside to develop their physical skills. For example, they ride the bikes and cars around a chalked road, being careful of the children playing and those waiting to cross at the chalked zebra crossing. Children know how to stay safe with the equipment at the park and are allowed to take risks, under close supervision. For example, children confidently use a small step to self-select the dressing up clothes that are hung on a rail and they make obstacle courses from planks and crates.

Staff teach children about staying healthy, with regular hand washing and keeping the environment clean. Children ask to help when staff wipe the table after snack, and their independence is encouraged throughout the day. They choose what to play with, use the toilets independently and know where to get clean tissues when they need to blow their noses. The pre-school actively encourages healthy eating during snack time. Children have small bowls of food on the table and serve their own portion. They cooperate with friends, passing the food along and asking for a turn. However, staff peel the fruit and cut it into small pieces in the kitchen out of sight of children. Therefore, opportunities for children to learn about food and where it comes from, enabling them to make healthy choices, are not maximised. Parents contribute to information about children's care routines, sharing information about routines, nappy changing and potty training. Staff record this information and work in partnership to maintain similar routines at the pre-school. Staff help to teach children about personal safety. They chalk out a zebra crossing outdoors and children use their imagination to act out with the plastic vehicles as they practise crossing the pretend road. Written risk assessments are in place, which are detailed and reviewed regularly. These are shared with staff, who understand the measures in place to safeguard children, and some aspects are discussed with children. In particular, the procedure for parents to collect children has changed and children understand why they need to stay in the small room until their parent collects them. As a result, children are kept safe. Group activities are short and focused. They are similar to activities and routines of school. As a result, children are prepared for their transition to primary school.

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

The pre-school has made significant improvements since the last inspection and subsequent monitoring visit. This is due to the dedicated and enthusiastic staff team, manager and committee, who are all clearly committed and passionate about the children

they care for. Policies and procedures are well written, recently reviewed and implemented well by all the staff. The pre-school is clean, tidy and attractively presented with clear risk assessments to support the smooth operation, while keeping children safe. The manager has a clear understanding of her role and responsibilities and maintains her own professional development through forums, network meetings, publications and information on the Ofsted website. She is extremely knowledgeable about current issues and recent changes to the inspection framework. Effective monitoring of the curriculum and resources makes sure that children have access to toys and resources that they enjoy and meets their individual needs. The manager understands the safeguarding and welfare requirements and when to notify Ofsted of any changes. Staff attend safeguarding training, and policies and procedures are effectively implemented. They have a good understanding of safeguarding and understand the signs and symptoms of abuse and their roles in reporting concerns to keep children safe.

There is a robust procedure for the safe recruitment of staff, which is jointly conducted by the manager and the committee. Systems for checking staff suitability are good and staff understand their responsibilities about reporting any changes affecting their own suitability. There is a thorough induction process that ensures any new staff feel included and are knowledgeable about keeping children safe, while promoting children's learning and development. Annual appraisals and regular supervision help to set targets for staff's professional development and training priorities. All the staff have had first aid, safeguarding and food hygiene training, which means they all understand how to keep children safe and how to respond in an emergency. The manager has written a clear self-evaluation, reflecting on the pre-school and identifying strengths and weaknesses. Parents and staff have contributed to this and it informs a concise development plan that all staff are aware of and working towards. The manager works alongside staff in the room, so has an excellent overview of the planning, teaching and learning. She also monitors the curriculum by using children's trackers and carrying out cohort studies. This means the pre-school is able to identify any early signs of developmental delay or gaps in the child's learning and make appropriate adjustments in their teaching.

Partnerships with parents and professionals are excellent. All staff communicate well with parents and they share what the children have enjoyed doing. They take the time to listen to and support parents. Information about the pre-school, teaching and the curriculum is shared via a notice board and through newsletters and community fundraising events. The pre-school communicates with other professionals and attends support groups and case conferences. They receive support from the local authority and other professionals to support children with special educational needs and/or disabilities. Childminders are involved in partnerships where care is shared between home, the pre-school and a childminder. The pre-school discusses the children's learning and any observations they make. As a result of these strong partnerships, children have a consistent approach to teaching that supports their development and contributes to the good progress they make.

### 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

<b>Unique reference number</b>	226250
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	963041
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Barrow Pre-School Playgroup Committee
<b>Date of previous inspection</b>	21/11/2013
<b>Telephone number</b>	07946 839860

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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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