

Thringstone Community Centre Pre-School Playgroup

The Green, Thringstone, Coalville, Leicestershire, LE67 8NR

Inspection date	16/06/2014
Previous inspection date	16/11/2011

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

- Staff are skilled in supporting children's learning and development through well-planned activities.
- The key-person system is firmly embedded and great care is taken to build strong attachments with all children, which ensures that they feel extremely confident and secure in the setting.
- Children with special educational needs and/or disabilities are well cared for as staff are skilled in providing for each child's specific needs, ensuring every child makes good progress from their starting points.
- Safety is given a high priority. Hazards to children are identified and minimised, and children are taught how to promote their own safety.
- Arrangements for safeguarding children are robust. Secure systems are in place to ensure the suitability of staff who work in the setting. All staff have attended safeguarding training and have an appropriate first-aid qualification.

It is not yet outstanding because

- Children's independence at snack time is not consistently encouraged with regard to pouring drinks and selecting food, therefore they are not having the maximum opportunity to become secure in their skills in this area.

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 held meetings with the deputy manager of the setting and other key members of staff.
- The inspector carried out observations of activities in the setting and also in the outdoors.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Dale

Full report

Information about the setting

Thringstone Community Centre Pre-School Playgroup opened in 1993 and is on the Early Years Register. It operates from Thringstone Community Centre in Thringstone near Coalville, Leicestershire. Children have use of two playrooms and there is a fully enclosed outdoor area available for play. The setting serves the local and surrounding areas. It is open each weekday from 9.30am to 12.30pm, during term time only. There are currently 28 children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities. There are six members of staff who work with the children. Of these, three hold an appropriate qualification at level 3 and one holds level 5. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- maximise opportunities for children to develop their independence skills, with particular regard to snack times.

Inspection judgements

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

All staff have a secure knowledge of how children learn, and as a result, teaching is good. Careful consideration is made to the presentation and accessibility of resources and equipment in this setting, where everything has to be packed away after each session. Through the use of storage systems and resources, the staff create an interesting and stimulating environment for the children, who freely explore their surroundings with growing confidence. Children make independent choices of what they would like to play with and access additional resources to take their play further. For example, a group of children using the outdoor home corner are able to make an imaginary barbecue and picnic from a range of resources readily available to them, and invite staff to join in their party. Staff know the children well and successfully plan and provide them with activities and resources to support their individual interests and needs. For example, the addition of brushes, sponges and towels as children wash the dolls and their clothes in the water tray generates opportunities for speaking and listening in the group. In addition, staff balance this with a range of adult-led activities, which further supports them in successfully targeting individual children's next steps. As a consequence, children make good progress, enjoy what they are doing and develop the range of skills needed for their next steps in learning. The staff have established good relationships with schools in the local area, which supports older children's smooth transitions into school and the next stage in their learning. Children enjoy being active and all children go outside on a daily basis. The setting makes excellent use of the local area to provide outdoor experiences. For example, children enthusiastically show their knowledge as they share their experiences of bug

hunts and the creatures that they find outdoors. Children have opportunities to learn about nature and the world around them through these outdoor activities and from visitors to the setting, who share a wide variety of experiences with them.

The role of parents is highly valued, in order to support children's learning and development. They are actively encouraged to contribute to the initial assessment of children's starting points to provide a baseline from which to monitor their progress. Parents receive regular feedback and are given this information in a variety of ways. All parents are provided with periodic written reports and are invited to attend meetings with their child's key person. This provides opportunities for staff and parents to share more detailed information on what children have achieved at the setting and at home. Parents have daily access to their children's individual files, which show their contributions and comments. Furthermore, parents have easy access to an extensive range of information about activities and learning objectives within the setting. This includes annotated photographs and examples of children's work, which helps bring things to life. This means that parents are fully included and are helped to support their children's learning at home.

Staff have developed secure systems to enable relevant assessments to be made to inform the progress check completed between the ages of two and three years, and these are successfully shared with parents. Children's communication, language and literacy are generally well promoted across all areas of the setting. Materials to support children's early writing are widely available. Children recognise and find their individual name cards and annotate their own drawings. All children enjoy singing and participating in action songs and rhymes, spontaneously and through planned singing sessions. Older children show their confidence and enjoyment as they enthusiastically join in with the words and actions of their favourite songs. Staff support children's listening skills and understanding as they talk during play and activities. For example, a group of older children and a member of staff engage in lively talk, listening to and sharing each other's experiences as the children discuss their weekend activities. Children with special educational needs and/or disabilities are supported well by the staff, who understand their individual needs, providing programmes of support to aid their development.

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

The consideration to the allocation of each child's key person supports close bonds between children and staff. This provides a strong base for children to develop their independence and explore. Staff take time to get to know children, and individually agreed settling-in procedures are offered and tailored to the needs of each child. Parents are encouraged to share their child's 'story', which provides staff with detailed information about individual needs, routines and interests. As a result, children are happy, confident and settle quickly. In addition, the staff work closely with the school in the local area, and as a consequence, movements from the setting are well supported and children feel secure and well supported with change. This is because staff visit the school with the children prior to their transition, which ensures that information on children's care and learning needs is shared. These effective arrangements contribute to children's self-confidence and develop the skills and emotional security they need to equip them for future learning.

Children are well behaved. Staff are positive role models for children as they treat them with care and respect. Children play well with their peers, sharing and taking turns with toys and equipment. They show an understanding of what is expected of them and consideration for their peers. For example, as they move from outdoors to indoors, they help each other to climb the steps, and at packing away time older children assist the younger children to carry equipment to the storage areas. Staff effectively support children to understand the impact of their actions on others. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. They pay close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs. In addition, children understand how to keep themselves and each other safe and use equipment safely.

Children's health is effectively supported and staff clearly understand the importance of good hygiene practices. Children's independence skills are effectively supported in their play. However, during snack time the children's independence and self-care skills are not as well promoted as they are unable to help themselves to snacks and serve their own drinks. All children spend time outdoors on a daily basis. They are encouraged to develop healthy lifestyles and learn about the importance of exercise. Staff reinforce safe practice with equipment and instil good habits from an early stage. For example, when moving from indoors to outdoors, staff constantly remind children about how to walk up and down the steps safely.

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

Safeguarding children is given a suitably high priority at the setting as managers and staff have a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. They advise parents of their responsibilities through discussion and the sharing of a broad range of robust policies and procedures which are available to parents on a daily basis. All policies and procedures underpin sound practice within the setting. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed, and all changes and actions taken are noted. All staff remain vigilant to children's safety and undertake daily visual checks on the premises. Adult-to-child ratios are maintained and consideration is made to the deployment of staff to ensure children are well supervised at all times. Effective visitor procedures are in place; visitors are asked to sign in and their identity is checked. Secure vetting and recruitment procedures help to ensure that adults working with children are safe and suitable to do so. Induction procedures are effective and ensure that staff know and understand their roles and responsibilities, in order to support and maintain children's well-being. Frequent meetings between the staff ensure that everyone is kept informed of changes and have opportunities to share any concerns, ideas or good practice. Staff have forged close working relationships, which creates a positive and welcoming atmosphere.

Managers and staff work closely together to monitor and evaluate the educational programme. For example, managers are hands-on within the setting; this enables them to observe and support staff in their delivery of the curriculum. Planning and assessments

are checked to make sure they are consistent and precise. This means that staff are supported well to deliver the requirements of the Early Years Foundation Stage. Strong partnerships with parents are in place. Arrangements to ensure that they play a full and active role in their child's care and learning are well established. All parents are invited to share in their child's achievements, and state they are happy with the progress their children have made while at the setting. This is achieved through daily discussion and regular parents' meetings. A good range of information on display boards ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. Positive relationships with external agencies are well established. This ensures that children receive the necessary support, in order to promote continuity of care and learning as required.

Managers and staff are committed to providing a high-quality service to children and their families. They have taken on board, and successfully addressed, areas identified as needing improvement. Effective arrangements to ensure the ongoing evaluation of the provision are in place. This allows managers and staff to continue to identify and work on areas for improvement. Parents are invited to contribute to this process through verbal and non-verbal methods, such as questionnaires, comments and general discussion. This demonstrates a clear understanding of the strengths of the setting and areas where there is scope for development. This supports the ongoing development of the setting, and in turn, the provision for children.

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	226242
Local authority	Leicestershire
Inspection number	871382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Thringstone Community Centre Playgroup Committee
Date of previous inspection	16/11/2011
Telephone number	01530 222337

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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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