

Foxy Creek Pre-School Playgroup

Foxhill Road, Carlton, NOTTINGHAM, NG4 1RL

Inspection date

24/06/2014

Previous inspection date

15/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is good as it is based on staff's secure knowledge and understanding of the Early Years Foundation Stage. As a result, children make good progress in their learning given their starting points and capabilities.
- The manager has a clear focus and vision, both for the pre-school and for staff development. As a result, staff are well supported to develop their knowledge and understanding in a variety of childcare subjects and the team have drive to continuously improve and move the pre-school forward.
- The manager and staff understand their roles and responsibilities to ensure that children are safeguarded. Staff vigilance means that children's welfare is effectively maintained.

It is not yet outstanding because

- The setting does not fully maximise opportunities to involve all parents in their children's learning and development, by helping them to regularly share what they know about their child's achievements.
- There is capacity to improve older children's spontaneous play by increasing the support staff offer and through the provision of a wider range of resources to enable them to fully extend their own play and ideas. Consequently, learning opportunities for older children are not always fully maximised.

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 children's activities in both the pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the session.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and the qualifications of staff working with children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Tina Garner

Full report

Information about the setting

Foxy Creek Pre-School Playgroup has been registered in the current premises since 2000, although it first started operating over 35 years ago. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It operates from one room in the Richard Herrod Centre, situated in the residential area of Carlton, a suburb of Nottingham. There is an enclosed area for outdoor play. The pre-school is managed by a voluntary management committee, who delegate the day-to-day running of the setting to the manager. The pre-school employs four members of staff. Of these, all hold appropriate early years qualifications. Staff are supported by the local authority. The pre-school is open every weekday from 9.15am to 12.15pm during school term times only. Children attend from the local and wider communities. There are currently 23 children attending, who are all within the early years age group.

What the setting needs to do to improve further

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

- strengthen the ongoing dialogue with parents, by encouraging them to regularly share their own observations about their child's learning and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- enhance children's independent learning by improving opportunities for older children to spontaneous play, through offering extended support and a wider range of supporting resources. Thus, enabling them to further initiate and extend their own play and ideas.

Inspection judgements

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

Through their planning and a good range of continuous play provision, staff ensure children access a wide range of activities, both indoors and outside, across all areas of learning. They organise these so that children of all ages make safe and independent choices in their play. As a result of these good teaching strategies, staff provide a stimulating and generally exciting environment for children to learn. For example, children are offered opportunities to learn about the world in which they live, which fosters their development in understanding the world. Children search for bugs outdoors and enjoy sensory experiences as they play in 'gloop' and 'moon sand'. They build on their interest as they request chickpeas and add these to their concoctions. They use their imagination and creativity in the home corner as they use play foods to make soups and bake cakes. Children enjoy dressing-up and taking part in a wide range of creative activities, such as,

painting, sticking and exploring play dough. These activities stimulate children's senses and build on their natural curiosity to explore and investigate things. Staff are generally actively involved in children's play and they make good use of open-ended questions to encourage children to be active learners. However, staff do not always consistently support older children to build on their interests and develop their own spontaneous play ideas. As a result, activities for older children are not always entirely maximised to ensure every opportunity is taken to extend their learning.

Staff support children's listening skills by singing along to rhymes and encouraging children to join in action songs. Children have access to a wide range of books, which they enjoy looking at both independently and with staff support. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world. Children's communication skills are effectively promoted through positive interaction. Staff talk to children, commenting on what they are doing and asks questions to encourage their thinking and exploration. This demonstrates that children are well-supported in their language development and are gaining good skills to help with their readiness to school and prepare them for the next stage in their learning.

Staff complete regular assessments, including the progress check for children aged between two and three years. Robust observation and assessment systems monitor children's progress across the seven areas of learning and identify what they need to learn next. This supports children's development as they move onto the next steps in their learning. Parents are invited for regular meetings and good levels of information are shared about their children's daily routines and activities through a range of appropriate methods. However, systems to encourage parents to regularly share information about children's achievements at home are less well established and there is scope to strengthen these arrangements to ensure that children fully benefit from a more effective two-way approach to their learning and development.

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

The consistent staff team uses the information gained from parents effectively to get to know each child and help them settle quickly into the setting. Staff clearly prioritise the well-being of children, praising them for their achievements and reminding them to be polite and caring. This encourages children to show their consideration for others as they successfully share and take turns during activities. Children are confident learners and either ask for support when needed or play happily independently. An effective key-person system supports children to build secure bonds with staff. This promotes children's strong emotional well-being in readiness for effective learning and future transitions.

Children have regular access to the outside area, which is well-designed and suitably equipped to allow for fresh air and exercise, as well as many other learning opportunities. This ensures children's physical health and development is well-supported. Children learn about being safe as staff gently remind them of safe practices, such as why it is important to walk and not run indoors. They take part in regular fire drills and are reminded why

they need to pick toys up off the floor in order to prevent trips or falls. Spaces that children use are generally well-organised to support children's play. Resources are stored at low level, which enables children ease of access; this supports them to make choices regarding their own play.

Children are familiar with the daily routines and they are learning to manage their own personal hygiene, as they wash their hands before eating and after messy activities. Snack times are social occasions, where all children sit together with staff. These times are used well by staff to promote healthy eating and good table manners. Conversation is encouraged and children love talking about their own experiences with staff and other children. Staff set clear boundaries for children's behaviour. Visual reminders help reinforce the rules of the setting and staff use positive language to support children as they learn how to behave. Staff constantly praise children's achievements, which helps them to build confidence and develop their self-esteem. Children form close friendships with each other. They appear happy and content, chatting and playing cooperatively together enjoying each other's company. This helps them to feel secure in the setting.

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

The pre-school maintains a wide range of relevant documentation, policies and procedures to promote and safeguard children's welfare. Following the last inspection, they reviewed all these to ensure information within them is comprehensive, meets requirements and reflects practice. Other recommendations set at the last inspection have also been successfully addressed, which demonstrates a strong commitment to improving the provision for children. The new manager has worked hard to complete a thorough overview of all aspects of their service. This results in them making significant progress in raising their standards, quality of practice and outcomes for children. For example, thorough safeguarding training is regularly attended by all staff and systems for monitoring children's development have been updated and include clear next steps in learning for each child. This ensures children are safeguarded and their learning needs are met. Improved record keeping now ensures a clear record is maintained of children's daily attendance. In addition, staff have made significant changes to the outdoor area, which continues to be a strong focus of future development. The staff team continue to seek support from the local authority and they make good use of self-evaluation systems as a way to monitor their practice. Questionnaires, meetings and discussions, ensure all staff, parents and children are actively involved in the pre-school improvement plans. This contributes to them sustaining the improvements and it supports them in having clear action plans to secure ongoing development. Staff are appropriately qualified for their roles and a newly developed strong team ethos is evident. They demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is consistently good and children continue to make good progress. The manager successfully monitors the delivery of the educational programmes and has an accurate overview of the quality of teaching. Staff performance is now monitored formally through supervision, observation of staff practice and appraisal. Professional development is encouraged and a variety of short courses are regularly

attended by all staff members. As a result, the manager and staff are beginning to give feedback about the quality of their teaching and how improvements can be made.

Partnerships with other settings, including schools and specialised professionals, are well-established and provide children with continuity and consistency in their learning, to help with their readiness for school when it is time to move on. Regular newsletters ensure that parents have a good overview of pre-school life at any given time. Parents feel that the nursery is accommodating to their child's individual needs. This means that children benefit from a generally coordinated approach to their care and development and as a result, are making good progress.

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	258602
Local authority	Nottinghamshire
Inspection number	876601
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	23
Name of provider	Foxy Creek Pre-School Committee
Date of previous inspection	15/05/2009
Telephone number	0115 9612949

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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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