

Epworth Thurlow Pre-School Playgroup

War Memorial Fields, Station Road, Epworth, Doncaster, South Yorkshire, DN9 1JU

Inspection date	24/09/2014
Previous inspection date	13/06/2011

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

- Children are motivated, engage well in their learning and are making good progress towards the early learning goals. This is because practitioners are skilled teachers who plan and provide stimulating and challenging activities for the children.
- The pre-school team effectively implements robust recruitment and safeguarding policies and procedures, consequently children are safe in the setting.
- Children are developing very good independence skills because practitioners give them time and support to do things for themselves. In addition, the environment is very well-organised, so everything children need to develop their learning is easily accessible.
- Relationships with parents are strong and children settle well into the pre-school. This is because many of them attend the baby and toddler sessions, organised by the manager long before they start.

It is not yet outstanding because

- Existing systems for monitoring children's learning are not routinely used in the setting to maximise the good progress children are already making.

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 during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the practitioners working with children and the settings self-evaluation form.
- The inspector took in to account the views of parents spoken to on the day.

Inspector

Joanne Gray

Full report

Information about the setting

Epworth Thurlow Pre-school Playgroup was registered in 1967 and is on the Early Years Register and the compulsory and voluntary parts of the childcare register. It is situated in purpose built premises on Epworth Memorial Fields in Epworth, North Lincolnshire, and is run by a voluntary management committee. Children have access to one large room and an enclosed outdoor area. The pre-school operates during term time only on Monday, Tuesday, Wednesday and Friday, from 9am to 3pm. There are currently 20 children attending a variety of sessions. The pre-school employs five members of staff. Of these one is qualified to level 5 and four to level 3.

What the setting needs to do to improve further

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

- enhance existing systems to monitor and track children's progress across all seven areas of learning, so that practitioners can use the information to further support children to reach the very highest levels of attainment.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and know that children learn best through play and first-hand experiences. They provide a good balance of challenging adult-led and child-initiated activities that tune into children's individual interests. Practitioners have good teaching skills and are particularly good at asking open-ended questions as they play alongside children. For instance, as children watch the water they have put in their buckets come out of the holes in the bottom, practitioners ask 'Why do you think that happened?' Children consider this question and offer their ideas, which encourages them to solve problems, as well as developing their language skills.

Practitioners find out from parents what their children know and can do before they start at the pre-school. This partnership in supporting children's learning continues, as parents come along to informal coffee mornings every half-term to discuss their children's progress. Practitioners also offer ideas and support for parents to extend their children's learning at home. For example, they talk with parents about the appropriate use of dummies and how overuse of them can affect children's language development. Partnerships with other settings that children attend are also good and support continuity in their care and learning. For example, childminders are invited to trips and events and share planning and assessment information. Practitioners regularly observe children as they play, to identify any new skills they display and assess their stage of development. They use this information to plan next steps in children's learning. Consequently, children

are making good progress in their learning and development.

Children can choose from a wide range of stimulating resources, which enhance their development and practitioners continually enhance them to create more interest. For example, they collect horse chestnut burrs with the children and add them to containers outdoors. Children explore them and are engrossed in their learning for long periods as they make conker pies by adding them to soil, mixing in water and stirring them up. They are learning about the natural world and making early scientific discoveries as they play and mix different materials together. Children also enjoy exploring different textures and practise early writing skills as they make marks in a large tray filled with flour, water and hair conditioner. Practitioners extend children's literacy development as they sit alongside them and talk about the letters they are forming. For example, children say they have drawn an 'S for snake' and practitioners sing a song with them about snakes in the grass and ask what other things begin with s.

Children are learning valuable communication skills as they take part in a whole group activity before lunchtime. They sing 'Hello, how are you' to each other and take it in turns to shake a tambourine and reply 'I'm very well thank you.' Consequently, children are gaining some useful key skills they will need in readiness for their move to school. They are developing physical skills as they have a warm up time before the activity and stretch and copy various actions in time to music. Children's mathematical understanding is developing because practitioners take every opportunity to count with the children. For example, they count the number of girls together at group time, pieces of fruit at snack time and count the toy monkeys before they sing a number rhyme about them. Practitioners have very innovative ways of helping children learn to recognise numerals. For example, they write numbers on the front of the pre-school's waterproof boots and ask children to look inside their shoes and find out what number they need to wear.

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

There is an effective key person system in the pre-school and, as it is a small setting, practitioners know all the children and their families well. Consequently, even though some children have only just started at the pre-school, they all have strong attachments with practitioners and a good sense of well-being. Practitioners find out about children's needs and preferences from parents before they start and invite them in to the pre-school for settling in visits. The manager also organises 'Finding a voice' sessions every week for babies, toddlers and their parents or carers, so they get to know practitioners in the pre-school. These practices also help to promote children's sense of emotional security as they make the transition between their home and the pre-school.

Children are learning to keep themselves safe because practitioners remind them not to run around inside and let them try things for themselves without stepping in too soon to help. For example, they supervise from a distance as children are climbing up the stack of tyres outdoors and balancing on planks of wood. Children are developing an awareness of

the importance of adopting healthy lifestyles because they continually access the outdoor area and enjoy a range of self-chosen physical activities. For example, they throw and catch balls and use a wide range of open-ended resources, like crates and planks, to build structures to climb and balance on. Children have a wide range of healthy options to choose from at snack time because parents bring in fresh fruit everyday for them to eat. Snacks are available for an extended time and children access them as they choose, which means their learning and enjoyment is uninterrupted.

Children are extremely independent because the environment is very well-organised and they can access everything they need to supplement their learning. Practitioners encourage them to tidy away when they have finished with toys and equipment and are very good at giving children time to try and do things for themselves. For example, at snack time they wash their hands, collect their own plates and cups, choose their fruit, cut it up and pour their own drinks. Practitioners sit with them role-modelling the routine, so new children know what to do and reminding them to say 'help please' if they cannot manage to do things themselves. Afterwards children wash their own cups and plates, dry them and put them away. The routine is very relaxed and children clearly enjoy doing everything for themselves. Children's behaviour is very good and they enjoy playing together because practitioners are good role models and have consistent boundaries in place.

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

Practitioners have a good understanding of child protection procedures and know what to do if they have concerns about a child. Consequently, children are safeguarded well in the pre-school. Good recruitment and induction procedures mean all practitioners, including students, are suitable to work with children and understand their role in the pre-school as soon as they start. The manager carries out thorough risk assessments and daily checks of the equipment and premises to make sure the children's environment is safe. The gate to the playground is locked during the session and practitioners deploy themselves well, so children have free access between indoors and outdoors, as they choose, and remain safe. In addition, most practitioners hold current paediatric first-aid certificates, which means children's well-being and safety is promoted.

The management committee and practitioners have a good understanding of the Early Years Foundation stage requirements. Practitioners keep their knowledge and understanding up to date by holding team meetings every week and accessing regular training opportunities, so they are aware of current practices. The team are well-qualified and ongoing supervisions and appraisals support their progression further, which has a positive impact on the teaching practice in the pre-school. The manager has started to complete an overview of the children's progress towards the early learning goals and this is sent on to school when they leave. This means she can identify any need for intervention and put steps in place to close any gaps in children's learning. For example, after discovering a small gap in children's mathematical development, the manager enrolled on a maths champion project to extend practitioners teaching skills. However, she

does not yet use the overview with practitioners to help them support children to reach the very highest levels of achievement.

The pre-school works closely with the local authority to continually enhance the quality of care and education provided. They have already completed step one of the local authority's quality assurance scheme and are ready to be assessed for step two. The manager feels that it has been a very valuable process and has led to the whole team being more reflective. It has brought about many changes to practice, which benefit the children in the pre-school. For example, the manager has started observing practitioners carrying out activities with the children and been feeding back their strengths and weaknesses. Practitioners actively seek the views and opinions of parents about the service they receive and many of them are on the management committee, so they have an active voice in the running of the pre-school. Parents speak very highly of the pre-school and say that practitioners 'give us amazing support' and that their children are 'coming on in leaps and bounds' since starting there.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205696
Local authority	North Lincolnshire
Inspection number	871117
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	20
Name of provider	Epworth Thurlow Pre-School Playgroup Committee
Date of previous inspection	13/06/2011
Telephone number	01427 875016

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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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