

The Pelican at the Methodist

The Methodist Church Hall, Wood Street, Earl Shilton, LE9 7ND

Inspection date

25/09/2014

Previous inspection date

01/04/2014

The quality and standards of the early years provision

This inspection:

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

- Children take part in a wide range of interesting activities that are linked to their interests and carefully planned according to their individual needs.
- The quality of teaching is consistently good. Consequently, all children, including those that have special educational needs and/or disabilities and English as an additional language, make good progress.
- A well-established key-person system ensures that children make secure attachments. This has a positive effect on children's emotional well-being.
- The management team monitors the educational programme effectively. This ensures that there is a consistent quality of experiences for children.
- The playgroup has developed strong links with parents and other partners. This ensures that children's individual learning needs are well met.
- Children are kept safe within the playgroup by a safe and secure environment and well trained staff that are committed to protecting children.

It is not yet outstanding because

- Opportunities to provide additional links between children's learning in play and adult-led activities are not always maximised.
- Routines are generally effective. However, group learning times are not maximised. As a result, potential learning opportunities for children are sometimes missed.

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 toured the premises with the manager.
- The inspector observed activities in all the playroom, side room and the outdoors.
- The inspector checked policies and the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the manager.

Inspector

Ben Hartley

Full report

Information about the setting

The Pelican at the Methodist was registered in 2007 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is privately run and is one of four privately-owned settings. It operates from the Methodist Church Hall in Earl Shilton, in Leicestershire. Children have access to an enclosed outdoor play area. The setting serves children from the local area. The setting is open Monday to Friday, during the school term. Sessions are from 9.15am until 12.15pm on Monday and Wednesday and from 9.15am until 3.15pm on a Tuesday, Thursday and Friday. Children attend for a variety of sessions. Currently, there are 40 children on roll, all of whom are in the early year's age range. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language. There are seven members of staff who work with the children. Of these, all hold appropriate early years qualifications at level 2 and above. This includes one member of staff who holds Early Years Professional status and one member of staff with an early year's degree. 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:

- enhance the use of a wider range of teaching strategies, for example, by making even more links in children's play with the adult-led activities
- enhance the already effective group learning times in order to maximise the potential learning opportunities for children.

Inspection judgements

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

Children experience a wide range of interesting and challenging activities both inside and outside. These activities are carefully planned by each child's individual key person. This ensures that activities are closely matched to children's individual needs and interests. This keeps them engaged with their chosen activities for a sustained period of time and ensures that children remain curious and eager to explore and extend their play further. There is an appropriate balance of child-initiated and adult-led activities. The playgroup are actively ensuring that children are increasing their independence. For example, during adult-led activities, children are given access to a range of different tools and equipment that increases their physical skills. This increases children's readiness for school or the next stage in their learning. The quality of teaching is consistently good. As a result, all children including those with special educational needs and/or disabilities and English as an additional language, make good progress in relation to their starting points. Staff

engage with children when they are playing independently and this increases children's communication and language skills. Furthermore, the playgroup have identified that group times can be difficult for children to engage with. They have therefore developed smaller group times that focus on children's communication and language skills. This has had a positive effect on children's development. Although these times are generally well used, there are occasions when learning is not maximised. For example, after playing outside there is a short time where children wait for their parents to collect them. This time is not used as effectively as other group times and therefore some learning opportunities are missed. Staff make links to children's home environment. For example, when children are playing with the house and creating their own 'home' they begin to talk about babies. Staff use this as an opportunity to talk to the children about their younger brothers and sisters.

The playgroup are taking positive steps to increase children's readiness for school. For example, resources are available for the children to learn about the changes in routines when they go to school. This includes a book that shows children pictures of the staff at the school including their new teachers, lunchtime supervisors and other significant people within the school. This enables the children to learn about their new environment and prepare themselves for the transition into school. Teachers are welcomed into the setting to learn more about the children attending their school. During this time there is an opportunity to hold discussions with children's key person and means teachers have relevant information before the children start school. Additionally, the playgroup places importance on children gaining independent skills. This means that children are beginning to want to find out more information about their interests and are becoming increasingly curious within their play. Children enjoy the adult-led activities and these are generally well planned and differentiated according to children's needs. However, there are some missed chances for the staff to link these into children's play and routines. For example, children are learning about healthy eating and a balanced diet and there is good discussion with the children about this during the activity. However, during the lunchtime period where the children have the opportunity to put this experience into a real life context, the opportunity is missed. Staff ask other questions about shapes rather than questions to link into children's learning from the morning activity about healthy and unhealthy food choices.

The playgroup are taking positive steps to engage parents with their children's learning and how this can be linked into the home environment. Parents comment very positively on their children's learning with the playgroup, in particular on their communication and language and physical development. Parents are consulted about children's assessments and have an active voice in their children's assessments. This ensures that the playgroup have gathered lots of pertinent information in order to inform their planning and assessment. Assessments are robust and demonstrate the good progress that children are making in their learning. Furthermore, the playgroup work closely with other partners in order to develop very specific plans for children who have special educational needs and/or disabilities. For example, they have corresponded with other settings that children attend in order to share children's individual education plans and develop the next steps in their learning.

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

Children are given opportunities to choose their own play activities. For example, there is a mat containing pictures of the resources available to the children and they choose what they would like out. Other activities are carefully planned and this ensures that there is a very attractive learning environment that the children engage with and enjoy. The learning environment is very calm. This is partially because staff make their expectations about the behaviour they expect from children very clear. Additionally, staff openly talk about behaviour with the children and the consequences of their actions. As a result, there are very few behaviour incidents that staff have to deal with. Children are encouraged to take manageable risks during their play. As a result, they are learning to control their own bodies and starting to challenge themselves. For example, children enjoy using the balance beam that is laid out and try to manoeuvre across it without adult support. Furthermore, the playgroup utilise some pallets to allow children to build on a larger scale in the outdoor area. Children then extend their physical development by climbing and seeing if they can reach the top of their creation. This is helping to teach children about how to keep themselves safe.

Staff have a very caring and affectionate manner. As a result, children make secure attachments, especially to their key person. This has a positive effect on children's emotional well-being. As a result, children display confidence and are keen to share stories about their own lives with the staff. The key-person system is well established and this helps the playgroup to form strong relationships with parents. Additionally, there is a robust settling in procedure that allows the playgroup to gain information from parents. This means that children remain settled during their time in the playgroup and new children settle and adapt to their surroundings quickly. Care routines are organised well in order to encourage children's independence. For example, children are encouraged to wash their hands independently before having snack and after using the toilet. This increases children's ability to effectively manage their own personal hygiene.

The nursery teach children about healthy lifestyles by discussing healthy and unhealthy food choices as well as the importance of physical exercise. Children enjoy the snack bar, using the various tools independently to select their food. The playgroup use the outdoor area skilfully to extend children's physical skills and teach them more about the world around them. For example, the playgroup have recently taken part in a project designed to teach children about where food comes from. Children have opportunities to use natural resources, such as leaves and sticks to create their own art work. Additionally, the children use sticks to create music on the various metal objects along the outside fence.

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

Safeguarding procedures and practice are strong. As a result, children are kept protected from abuse and neglect. Staff demonstrate a thorough understanding of the children in their care and how to protect them from potential danger. Strong procedures are in place to ensure the suitability of all staff. Furthermore, the manager is aware of the environment that the playgroup is based in. For example, all the office staff within the building have

been checked for their suitability to be near children, despite not having direct access to them. Staff are routinely checked and references are taken up. This ensures their suitability to work directly with children. Staff check the safety and security of the environment. For example, thorough risk assessments are completed for the indoor and outdoor areas prior to children entering the playgroup. The premises is secure and well maintained. The door entry system ensures that only suitable adults have access to the building. Staff are deployed well around the environment to ensure children's safety as well as maximise the potential learning experiences for children. Furthermore, staff supervise children well in order to maintain their safety.

The management team has developed an environment of reflective practice. As a result, the overall quality of the playgroup is high and improvements continue to be sought. Furthermore, the manager has taken swift and decisive action to address the issues that were raised during the previous inspection. This demonstrates her ability to enact and secure change when required. The staff team is highly qualified and this has a positive effect on the quality of the provision. Additionally, staff demonstrate a commitment to ongoing professional development. For example, one member of staff has recently completed her level 5 training and is immediately seeking an opportunity to undertake level 6. Other staff ensure that their understanding is kept up to date by attending core training. The qualifications and skills of the staff mean that there is a high standard of teaching. As a result, children make good progress within the playgroup. All staff have completed first-aid training. This ensures that children are cared for effectively when they have had an accident.

The playgroup have positive partnerships with parents. This ensures that there is a strong continuity in children's learning and that any additional needs children have are quickly identified. The playgroup have built strong relationships with the local school. This means that children are able to meet their teacher in the playgroup as well as spend time in their new classroom prior to starting school. Additionally, the playgroup work with various outside agencies to provide additional support for children when required. This ensures that children with special educational needs and/or disabilities receive the appropriate support and care and means their progress is good.

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. 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	EY362428
Local authority	Leicestershire
Inspection number	979095
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Beverley Hutt
Date of previous inspection	01/04/2014
Telephone number	07986 491249

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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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