

Elston Pre-school Playgroup

1 Top Street, Elston, NEWARK, Nottinghamshire, NG23 5NP

Inspection date

13/11/2014

Previous inspection date

16/12/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff form close and caring relationships with all children. Consequently, children are happy and settle well into the playgroup.
- Children's welfare is effectively safeguarded by staff who have a clear knowledge and understanding of how to protect children in their care.
- The environment is safe and welcoming. Children are happy and benefit from the wide range of resources that successfully support their learning and play.
- The manager and staff work closely in partnership with parents to improve the provision and provide consistency for children.

It is not yet good because

- Children's learning is not always accurately assessed and so planning for their next steps is variable and not all children are supported to make good progress.
- The manager does not always monitor the quality of teaching and learning effectively, consequently, the quality of teaching and learning is inconsistent. As a result, individual children do not always receive targeted support where they need it most.
- Opportunities for children to further develop their independence and self-help skills are not consistently promoted through everyday routines.

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 observed activities in the main playroom.
- The inspector spoke with staff, children and manager at appropriate times throughout the inspection.
- The inspector conducted a joint observation.
- The inspector checked the relevant policies and procedures for the playgroup.
- The inspector took into account the views of parents.

Inspector

Jane Rushby

Full report

Information about the setting

Elston Pre-school Playgroup was registered in 2011 on the Early Years Register. It is a committee run playgroup. The playgroup is situated in purpose-built premises on the school site of Elston Primary School, near Newark in Nottinghamshire. The playgroup serves the local area and is accessible to all children. There are two enclosed outdoor play areas. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 3pm and children attend for a variety of these. There are currently 17 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is development, so that observations are used to always accurately identify sharply focused next steps that build on what children know and can do.

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

- develop the system for monitoring and evaluation of staff practice, for example, to establish a regular system of appraisals and observations of teaching to identify areas for improvement and target individual training needs.
- improve the organisation of daily routines, so that children's independence skills are further promoted.

Inspection judgements

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

Children enjoy the time they spend at the playgroup and have made suitable attachments with staff. This helps them to feel valued, safe and happy, and confident in their interactions with staff and each other. The playgroup provides a warm and welcoming environment with a suitable range of play equipment and resources, where children can learn through play. Staff understand how to promote how to promote young children's learning and development. However, at times the quality of teaching is variable and as a result, not all children are making good progress given their starting points and

capabilities. Children begin to explore vocabulary because staff talk with them consistently about what they are doing and encourage them to respond. As a result, children are developing the basic skills they need for school when the time comes. Staff are actively involved in children's play and interact with them well. Educational programmes cover the seven areas of learning and support children's development in the prime areas, but some aspects of learning are less well planned for. Children enjoy their time at the playgroup and are generally actively engaged in a range of activities, such as, role play, making marks, water play, construction and small world. Staff suitably promote children's mathematical skills as they incorporate counting into everyday activities. For instance, they encourage children to count how many trains are on the track.

There are systems in place to assess children's learning and progress. Staff provide children with suitable opportunities to explore, investigate and learn through first-hand experiences. For example, children show curiosity and fascination when exploring the malleable dough through exploring it with their hands. Staff complete folders for each child and these contain information on entry from parents, observations, baseline assessments, progress reports and photographs as evidence of learning. Parents have access to this information, which keeps them informed of their child's progress. Daily communication between staff and parents generally ensures parents are informed about their child's care and learning at playgroup. Staff carry out observations on all children, describing the activities children take part in and what they enjoy. However, the assessments are not always accurate in identifying children's next steps for learning and therefore, planning is not always successful in targeting where children need the most support. As a result, some activities do not provide individual children with good levels of challenge to promote their good progress.

Staff share their assessments and next steps with parents and carers, and value their contributions to learning records. Staff have sought support from the local authority, to enable them to develop the necessary skills to assess and monitor children's development more accurately. Staff have developed appropriate systems to enable relevant assessments to be made to inform the required progress check completed between for children between the ages of two and three years and these are shared with parents. Children are confident to chat to the inspector. They talk animatedly about what they are doing with the trains. Consequently, children demonstrate self-confidence when meeting unfamiliar people.

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

Children are happy, confident and settled at the playgroup. There is a suitable key-person system in place enabling children to develop warm relationships and secure emotional attachments with the staff, which appropriately promotes their well-being. This supports them in developing trusting relationships. Staff respond to children's comments enthusiastically and are genuinely interested in what they do and say, which raises their confidence and promotes their self-esteem well. The playroom is made welcoming through interesting wall displays and photographs. There is evidence of numbers and letters around the room, which helps children with their early reading and mathematics. A cosy,

comfortable book area encourages them to use the many books while also providing a place for them to rest and relax. Storage units and baskets of toys are at a low height, helping children to make their own decisions about what they choose to play with.

Children are encouraged to develop healthy lifestyles because they have regular access to exercise and outdoor play. Staff provide children with healthy snacks that meet their individual dietary needs. However, they do not make the most of everyday routines to extend children's learning and promote their independence and self-help skills. For example, at snack time children do not have the opportunity to take responsibility for small tasks, such as pouring their own drinks or getting their own cutlery. Children's behaviour is generally good because staff give children gentle reminders about what is expected of them. In addition, staff explain the consequences of their actions. For example, they say, 'remember we don't run inside because you might fall and hurt yourself'. Staff give children lots of positive praise and recognition for children's efforts and achievements. This gives children a sense of belonging and achievement, raising their self-esteem. Children are learning appropriate hygiene routines and know they must wash their hands after using the toilet and before eating. They learn about keeping safe as they take part in regular fire drills.

Most children move onto the local nursery school, this transition is well managed as staff visit each other's settings. Staff from the playgroup accompany children on their initial taster visits. Teachers from the feeder schools are invited to visit children at the playgroup. This enables children to receive a consistent approach to support their development and provide continuity of care and learning over time. The playgroup has a positive attitude to equal opportunities and welcomes all children and families. Children have some opportunities to learn about other cultures and beliefs as they can access a range of resources that reflect today's diverse society.

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

The manager has only been in post for a few weeks so is relatively new to the playgroup. She has a suitable understanding of the safeguarding and welfare requirements and appropriate records are kept. She has robust policies and procedures for safeguarding children, and staff are clear regarding their roles and responsibilities to ensure children are protected and kept safe. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. In addition, they are clear on the procedure to follow if they had a concern about another member of staff. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. New staff are offered an induction after being selected through the playgroup's safe recruitment process. This means they are well equipped with the information they need to care for children and soon feel part of the team. All visitors are asked to sign in and out of the building and there is a lock on the door to the playgroup to ensure children's safety. Children's arrival and departure times are well monitored by staff to ensure that no unauthorised person enters the building and children do not leave unsupervised. This helps to keep children

safe. Written records, including details of incidents and accidents are well maintained. Staff have appropriate first-aid qualifications and there are clear procedures and policies in place to administer medication and deal with accidents, which all staff understand. The playgroup has a number of written policies, procedures and risk assessments established to share with parents and ensure the smooth operation and management of a safe setting.

The manager is sufficiently aware of the playgroup's responsibilities to meet the Early Years Foundation Stage learning and development requirements. She recognises that there is work to be done to further develop staff awareness of the Early Years Foundation Stage and has sought support from the local authority. As a result, an improvement plan has been developed. However, the monitoring of the planning and delivery of educational programmes and performance management is not yet robust. Consequently, monitoring procedures are not effective in ensuring that teaching is consistently good. The manager has started to monitor staff performance through supervisions and appraisals, but these are not yet well established to target individual areas for improvement. Nevertheless, all staff have completed their first aid and food safety training so they have up-to-date knowledge to enable them to promote children's health and welfare.

The playgroup has suitable relationships with parents and shares with them their child's achievements and progress. Parents are provided with information to support their child's learning at home and are kept informed through a noticeboard and verbal communications. Parents speak positively about their relationships with staff and are pleased with the care and learning that their children receive. The new manager has started to evaluate the provision by updating the self-evaluation document, which is beginning to help her identify areas for development. The manager has some good ideas for the future improvement of the playgroup. She is committed to improving the practice in the playgroup and therefore, improving the opportunities for children. The manager seeks the views of parents and staff as part of the self-evaluation process and this is achieved through parent questionnaires and staff meetings. The actions and recommendation raised at the last inspection have been suitably addressed. The playgroup takes advice from the local authority advisers to improve the provision and the outcomes 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. 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	EY434209
Local authority	Nottinghamshire
Inspection number	962566
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	17
Name of provider	Elston Pre-school Playgroup Committee
Date of previous inspection	16/12/2013
Telephone number	01636525849

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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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