

Parkstone Pre-School Playgroup

Riverside Community Centre, Parkstone Road, Hull, HU6 7DE

Inspection date	21/11/2014
Previous inspection date	02/03/2010

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

- Excellent relationships with parents are fostered through frequent ongoing communication, which means information is continually shared. This ensures that parents are fully included in the life of the playgroup, which significantly benefits each child's ongoing care, learning and development.
- Staff provide a range of activities that enable children to learn in different ways. Consequently, children are interested and keen to take part.
- All members of the staff team work very well together to provide a safe and secure environment for children to play and learn. As a result, children are kept free from harm at all times.
- Children learn to behave well because they know what is expected of them. As a result, they feel secure and become confident and responsible individuals.

It is not yet outstanding because

- Occasionally, the organisation of whole group activities for older children means they have fewer opportunities to be physically active in their learning, particularly during the latter part of the sessions.
- Staff do not always fully support older children to implement their ideas during some activities.

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 had a tour of the premises and observed children and staff in the playrooms.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Parkstone Pre-School Playgroup was registered in 1983 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from two rooms within Riverside Community Centre, situated in the grounds of Parkstone Primary School in Hull. There is an enclosed outdoor play area to the rear of the premises. The playgroup employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold level 5. Opening hours are Monday, Tuesday, Wednesday and Friday from 9.15am to 2.15pm and Thursday from 9.15am to 12.15pm, during term time only. There are currently 49 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The playgroup is a member of the Pre-school Learning Alliance, the National Day Nurseries Association and the Professional Association for Childcare and Early Years, and receives support from the local authority. It provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of whole group activities, such as story time and lunchtime, so that the time children are sat for continuous periods is lessened and they have even greater opportunities to be physically active in their play

- enhance the opportunities for older children to become even more independent in their learning, for example, by promptly providing additional resources, so they are fully supported in putting their thoughts and ideas into practice, particularly when exploring sand.

Inspection judgements

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

The quality of teaching is good. Staff are enthusiastic in their approach to children's learning and plan and provide a good range of activities that motivate children and support their individual learning needs. This includes working closely with any outside agencies that are involved in the care of children with special educational needs and/or disabilities. As a result, all children make good progress and acquire the necessary skills in readiness for the move to the next stage in their learning, such as school. Staff give high priority to supporting children's development in communication and language. They constantly engage children in conversation as they take part in activities and make good use of open-ended questions to encourage children to think and work things out for

themselves. For example, as children build towers with bricks, staff ask them 'Which tower is the tallest?' Staff read stories with enthusiasm and actively encourage children to contribute by asking them to predict what might happen next. They also emphasise rhyming words in the text, such as 'scrummy' and 'yummy', so children learn about word patterns and sounds. All of this successfully supports children to become confident communicators.

Children have opportunities to learn in different ways. For example, they can choose freely from a variety of toys and resources, such as making pretend meals with play food in the role-play area and building towers with bricks. Children come together at various points throughout the session, which means they learn to work as part of a larger group. However, the organisation of these group activities is not always fully effective. For example, during the latter part of the session, older children sometimes have group story time, followed by lunchtime and then practise singing songs and rhymes. This means on occasions, children are sat continuously for long periods of time, which lessens the time they have to move around and be physically active in their play, if they wish. Staff give children time to explore as they engage in activities and know when to join in to extend their learning. For example, staff sit back and observe children as they enjoy mixing glitter with sand and scooping this up, after which they ask children how they could make the sand stick together. However, when children respond with the idea of adding glue, staff do not seize the opportunity for children to put their idea into practice by providing the necessary resources. Occasionally, this means children's critical thinking is not fully supported.

Children use a good range of toys and equipment to help them gain control and coordination of their bodies, which effectively supports them to develop good physical skills. For example, children use a variety of wheeled toys and tools as they dig in the mud kitchen outside. Staff provide large brushes that younger children can grip easily as they use paint and stencils to create pictures and encourage children to pick up pretend snow in their fingertips and sprinkle it onto their picture. This effectively supports children to use their small muscles and develop their creativity. Parents are kept extremely well informed about their children's progress. Parents are invited to meet with their child's key person on a regular basis to view their child's record and discuss their ongoing progress and the next steps in their learning. Staff continually encourage parents to share children's achievements at home with them and to take part in activities at the playgroup, such as stay and play sessions. Parents are encouraged to borrow home learning packs to further complement and extend children's learning at home. These include resources and ideas to support children in developing their cutting skills and information about how to carry out 'Mr Tongue' exercises, to encourage children's development in speech and language. This shared approach to children's learning contributes significantly to the good progress they make.

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

Children's moves into the playgroup are supported by staff in a caring and considerate manner. For example, settling-in visits are offered and parents are asked to share information about what they know their children can do and what their interests are. This

helps key persons identify children's starting points, so they can begin planning for children's future learning. Key persons get to know children very well, which helps children to form close bonds with them. As a result, children leave their parents happily on arrival and quickly become immersed in their play and learning. Children are provided with a very supportive environment. For example, toys are presented at their height so they can choose what they want to play with and cosy areas are provided in both rooms where children can sit quietly if they need to. All staff are caring and kind and children show they feel safe and secure in their care. For example, when children have a minor bump, staff calmly reassure them and explain what they are doing when applying any first-aid treatment. This means children do not feel intimidated by the process, which successfully promotes their emotional well-being.

Children's behaviour is managed in a very positive way. For example, staff provide secure routines and boundaries so children know what is expected of them and sensitively remind them to share toys and to be kind to each other. As a result, children develop close friendships, learn to negotiate and are willing to help. For example, when staff play music, children know they need to stop what they are doing and help to tidy away the toys. Staff also empower children to take on responsibility, which raises children's confidence and self-esteem. For example, a child is nominated as helper at lunchtime and takes responsibility for giving out the lunch boxes. From a young age, children are encouraged to pour their own drinks and to help themselves to pieces of fruit using a serving spoon at snack time. This contributes significantly to supporting children to become independent and self-reliant, which prepares them emotionally for their move to school. Staff praise children for their efforts and achievements, which makes children feel good about themselves and gives them confidence in their abilities. Staff very successfully teach children about managing their own safety. For example, they are taught to line up sensibly and have regard for others as they take part in everyday routines, such as hand washing. Staff talk to children about the role the emergency services play in the community and topics, such as road safety, are reinforced through visits from the community police officer.

Staff give good attention to ensuring children stay healthy. For example, children have access to outdoor play each day, which means they benefit from lots of fresh air and physical exercise to keep them fit. Staff make sure children wash their hands before they eat and clean their teeth after lunch. This good support and guidance successfully teaches children to adopt effective hygiene practices in their self-care and promotes good dental care. Children are well nourished because staff provide them with items, such as fresh fruit, for their snack and encourage them to eat up the packed lunch they bring from home. Staff talk to children about what food items are good for them. Children's good understanding of this is very clear as they confidently discuss how eating apples and oranges will help them to grow strong. Children delight in flexing their arms to demonstrate the muscles they are developing as a result.

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

The manager has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She acts very competently as a leader, mentor and motivator for the staff team and ensures all policies and procedures are implemented consistently. The manager has regular contact with the committee that has overall responsibility for the service, which means there is good sharing of information and joint decision making. High priority is given to safeguarding children. The arrangements for the recruitment and vetting of staff are very thorough, which ensures they are suitable to work with children. All staff attend training in child protection, and as a result, they know to whom they should report any concerns about a child's welfare. This means there are clear lines of accountability in place to protect children. The premises are secure, including closed-circuit monitoring of the main entrance, which helps to prevent unauthorised access to children. Staff are deployed effectively, which means children are supervised well. Any potential risks to children's safety are minimised effectively. This means children are kept free from harm.

The staff team is well qualified and the manager shows a very good commitment to supporting their ongoing professional development. Regular supervision sessions are held with all members of the team, which provides good opportunities to discuss any further training needs. The manager arranges suitable courses or gathers research material for staff to read. This inspires staff to continually develop their skills and enhance their practice, to further benefit the outcomes for children's care and learning. The manager effectively monitors the educational programmes. For example, she regularly reviews staff's planning of activities and their observations and assessments of children's learning. She uses this information very successfully, to identify where there may be gaps in individual children's progress or areas of learning, so prompt action can be taken to close these. This means children reach their full potential.

The manager is committed to providing a high quality service for families and to continually improving this. She includes staff, parents and children fully in the monitoring and evaluation process, which promotes an inclusive approach and shows the views and opinions of all service users are valued. For example, staff each have responsibility for organising an area of learning in the playrooms and for monitoring and regularly reviewing the effectiveness of this. Parents are able to express their opinions, both verbally and in the form of questionnaires, and any comments are responded to promptly. For example, when parents wanted more information about how musical instruments can be used to support children's learning, a stay and play session was provided for them around this. Recommendations for improvement raised at the last inspection have been successfully addressed and a self-evaluation document completed, which gives a clear and accurate account of the strengths of the service. Areas for future improvement have been identified and plans made as to how these will be brought to fruition. Partnerships with parents are excellent. Information they receive keeps them very well informed about the service, including ongoing verbal discussion and regular and highly detailed newsletters. Parents are invited to activities, such as sports days, and they can borrow library books to share at home with their children. A travelling teddy is also available for children to take home and parents help children record the bear's adventures with the family. This involves parents fully in the life of the playgroup and significantly contributes to families building trusting relationships with staff. Comments from parents are very complimentary. For example, parents praise staff for their friendliness and they state that 'fantastic' care is provided.

Staff have forged very good links with other early years settings children also attend or will move on to, such as the local school. This promotes good ongoing communication about children's care and learning and promotes a cohesive approach to the teaching of topics, such as phonics. This means children's move to school is a seamless process.

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	508215
Local authority	Kingston upon Hull
Inspection number	855573
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	49
Name of provider	Parkstone Pre-School Playgroup Committee
Date of previous inspection	02/03/2010
Telephone number	01482804312

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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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Store St
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M1 2WD

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