

South Wingfield Pre-School Playgroup

The Parish Rooms, Church Lane, South Wingfield, ALFRETON, Derbyshire, DE55 7NJ

Inspection date	02/12/2014
Previous inspection date	09/12/2013

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 effectively use observations of children to plan their next steps in learning. As a result, children are engaged and make adequate progress in their development.
- Staff and leaders regularly attend training to keep their safeguarding knowledge up to date. Consequently, they implement effective procedures to protect children.
- Managers and leaders aspire to improve and have welcomed support from the local authority. As a result, they have made some improvements to the equipment so that children can choose resources independently.

It is not yet good because

- Staff's teaching strategies do not effectively guide children's play to support them to explore and think about problems. As a result, interactions between staff and children do not always challenge learning and promote good progress.
- Not all staff successfully use positive behaviour management strategies and lapses in children's behaviour are not always dealt with appropriately. Consequently, children's understanding of suitable behaviour is not continuously promoted.
- The performance management arrangements for staff are not sufficiently focused on the quality of the interactions between staff and children. Consequently, staff are not confidently using effective teaching strategies.

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 children's activities in the main hall playroom and the outdoor area.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

South Wingfield Pre-school Playgroup opened in 1971 and is on the Early Years Register. It operates from the Parish Rooms in the village of South Wingfield, in Derbyshire. The pre-school serves the local village and surrounding villages. All children share access to an outdoor play area. The pre-school employs six members of childcare staff. Of these five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions run from 9am to 12 noon, 12 noon to 12.45pm and 12.45pm to 3.45pm each day, except on Wednesday and Friday when the setting closes at 12 noon. There is a rising fives group from 12.45pm to 3.45pm on Thursdays during the spring and summer terms. There are currently 21 children on roll, of whom, all are in the early years age range. Children attend for a variety of sessions. The pre-school receives funding for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. It receives support from the local authority and is a member of the Pre-School Learning Alliance. The pre-school is managed by a parent committee, who delegate the day-to-day responsibilities to staff.

What the setting needs to do to improve further

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

- develop teaching strategies so that staff guide children's play and extend their learning by supporting children to explore and solve problems, for example, by effectively using a range of questioning techniques
- ensure that all staff use positive behaviour management approaches effectively to promote children's understanding of appropriate behaviour and that staff use suitable strategies to manage any lapses in behaviour.

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

- improve performance management processes so that they support staff to further develop their teaching strategies by, for example, making regular observations of staff's interactions with children.

Inspection judgements

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

Staff at the pre-school engage with the children during child-led play and use some effective strategies that support the development of children's communication and language skills. For example, they explain what they are doing and stimulate

conversations with children about things they do at home. Children enjoy having stories read to them and staff encourage them to be involved, which develops an understanding of early literacy. Staff support children as they begin to learn about the letters in their name and how to write them. As a result, children are learning some of the skills they will need when they move into school. However, staff do not always effectively guide children's play because do not make good use of different questioning techniques that make children think through problems. For example, staff sometimes ask children open-ended questions about what they are building or why a tower fell down but they do not allow time for children to think before providing an answer. As a result, staff are not always able to extend activities and challenge children's learning, and so children lose interest and move on to another activity.

Staff make regular observations of children that provide details about their achievements and preferred learning styles. They use these effectively to make assessments of children's progress that are regularly shared with parents. For example, staff share information with parents about children's interest in the way objects move and how this is linked to the way they play. As a result, staff work well in partnership with parents to provide activities and resources that reflect children's interests and needs. Staff also make good use of their observations and assessments of children to plan the next steps in children's development, and these are incorporated into the weekly plans for the pre-school. For example, staff provide maths resources to develop children's understanding of shapes and plan activities to develop children's social skills in groups.

Children are provided with a good educational programme that supports their development across the seven different areas of learning. They enjoy exploring a pile of tinsel to collect model bugs and look at them under the magnifying glass. Staff provide a range of resources children can select from and combine. For example, they can choose toys to add to the water table or use wooden bricks to build a zoo for the animals. Children's physical development is promoted during outside play as they learn to ride trikes, crawl through barrels and hit balls with bats.

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

Staff welcome parents and children into the pre-school and children arrive happily. Children are supported to settle because parents are offered settling-in sessions so that children are able to develop secure attachments to staff. Parents and staff communicate well about what children have been doing so that children benefit from continuity of care and education. For example, they discuss children's development at consultation meetings and share details of children's behaviour at the end a session. Since the last inspection staff have attend training about positive behaviour management and updated their policy to reflect these strategies. For example, staff praise examples of good behaviour and use distraction to deal with inappropriate behaviour. On occasions, staff demonstrate their understanding by encouraging children to play together and praising them for sharing. For example, staff support children to share the animals by showing each other interesting features of the animals. However, staff do not always apply these approaches consistently and children receive differing responses from staff. For example, children pushing around

a box are asked to stop by one member of staff but not by another. Overall, most children behave appropriately but lapses in behaviour are not always dealt with effectively because not all staff are clear about what strategies they should be using. As a result, expectations and consequences are not always made clear to children.

Children are developing their independence because older children are able to put on their own coats and manage their own personal needs. Snack is provided during an extended period in the morning to allow children to choose when they want it. Staff sit with children at snack time to make it a social occasion and support older children are to pour their own drinks. The food provided is healthy, children develop good eating habits and hygiene routines are reinforced as they all wash their hands before eating. Children's overall well-being is promoted because staff recognise the importance of fresh air and exercise. They enjoy active play in the large outside area on a daily basis where they join in with ball games, imaginative play and build with large construction resources.

In the main, staff support children to develop the personal, social and emotional skills they will need as they start school. Staff praise children's drawings and attempts at writing their name and children proudly put their work in their basket to take home. Consequently, children are beginning to grow in confidence and develop their self-esteem. There are close connections with the local school and staff take children on visits so they become familiar with their new surroundings and teachers. Consequently, they are well-prepared for their transfer into school.

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

Leaders and managers have a good understanding of how to safeguard children. All staff regularly attend training to keep their knowledge up to date. As a result, they have a clear understanding of what would cause them concern about children's safety or well-being and the procedures they would follow. The manager is supported by a committee of parents and accountability arrangements are clear. The nominated person understands the need for the safe recruitment of staff and committee members. All adults associated with the setting are required to undertake checks on their suitability to be with children and references for staff are gained. Staff make annual declarations about their ongoing suitability to work with children. All policies have recently be thoroughly updated by all staff, shared with parents and reviewed by the committee. As a result, all those working in the setting are aware of procedures, for example, with regards to confidentiality and safeguarding children. There are clear procedures in place to record the details of incidents and deal with complaints. The nominated person and manger understand what events Ofsted should be notified about. All staff maintain an appropriate first-aid qualification so they are able to respond to emergencies quickly. Risk assessments are completed for all aspects of the setting and daily checks are carried out to ensure the areas are safe for children to play in.

Since the last inspection, the pre-school has received intensive support from the local authority. This has been welcomed by the pre-school and they aspire to improve by

working towards the actions set by their advisor. As a result, they have brought about some changes and improvements for children. For example, staff are better deployed to meet the needs of children and changes to equipment allow children more opportunities to select their own toys and combine resources. Action has been taken to address the behaviour management concerns raised at the last inspection. However, leaders do not always monitor practice sufficiently well to ensure that all staff understand the revised policy and use the positive behaviour management approach effectively at all times. Also, additional strategies that have been introduced to deal with lapses in behaviour are not always suitable for all children and it is not made clear to staff how and when to implement them. The manager and staff have started to address the quality of teaching and begun to develop their understanding. For example, staff have each enhanced different areas of the provision and identified the adult role in learning. However, while there are clear performance management processes in place, these do not include focused and detailed observations of staff's interactions with children. As a result, staff are not challenged to further develop their teaching strategies to effectively guide children's play and extend their learning.

The pre-school works closely with the local primary school to support children when they transfer into school. Staff run additional sessions for children in the terms prior to starting at school to work on the skills they will need. They also regularly take children over to school for lunch, to play and meet their new teacher. Staff at the pre-school work in partnership with other agencies and professionals to support children with special educational needs and/or disabilities. For example, staff from the local children's centre visit children at the setting and parents share information from health visitors with staff. Consequently, children and families receive the support they need.

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	EY401198
Local authority	Derbyshire
Inspection number	962882
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	21
Name of provider	South Wingfield Pre-School Playgroup Committee
Date of previous inspection	09/12/2013
Telephone number	07715094406

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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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