### St Mary's Pre-school Playgroup

**Inspection report for early years provision**

<table>
<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>EY386809</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inspection date</strong></td>
<td>30/04/2009</td>
</tr>
<tr>
<td><strong>Inspector</strong></td>
<td>Patricia King</td>
</tr>
</tbody>
</table>

**Setting address**

The Parish Centre, Church Lane, LEICESTER, LE2 3WG

**Telephone number**

07930 886 870

**Email**

rosalynd.johnsson@btinternet.com

**Type of setting**

Childcare on non-domestic premises
Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the Early Years Foundation Stage.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).
Description of the setting

St Mary's Pre School Playgroup re-registered in 2008 and operates from a Church Community Centre, situated in the Knighton area of Leicestershire. The setting is on one level and is fully accessible. Children attend from the immediate locality and wider geographical area. A maximum of 38 children in the early years age range may attend at any one time and there are currently 77 children on roll. Opening times are weekdays from 08.30 until 16.00 and offering three sessions per day except Fridays, term times only. All children share access to an secure outdoor play area.

The setting is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register. There are currently 77 children aged from two years to under five years on roll, of these, 49 receive nursery education funding. The setting is registered on the Early Years Register.

There are 12 members of staff employed to work with the children, of these, 11 hold appropriate early years qualifications and the remainder is working towards a qualification. The setting is a member of the Pre-School Learning Alliance. They receive support from the Special Educational Needs mentor and a Foundation Stage teacher from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A safe, secure stimulating environment is created offering an interesting and diverse range of activities and learning opportunities indoors and outside. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate understanding of how to use most of these effectively. Staff know the children well and work as an enthusiastic, informed team to ensure that children’s individuality and needs are successfully provided for. This setting has not yet established effective systems to evaluate their strengths and weaknesses and secure on going improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that parents have the opportunity to be a part of their child’s learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next
- ensure observations and assessments are used effectively to inform planning in order to secure learning and identify the next steps in learning for all children
• ensure that efficient systems are in place to monitor and evaluate the effectiveness of the setting.

To fully meet the specific requirements of the EYFS, the registered person must:

• review the safeguarding policy and procedure to ensure that procedures followed are fully in line with the Local Safeguarding Children Board (LSCB) guidance in this case when reporting concerns and in the event of an allegation being made against a staff member.

29/05/2009

The leadership and management of the early years provision

The manager is well qualified, experienced and has a positive vision which has enabled her to establish a quality service to children and their parents to meet their individual needs. She leads a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. All required operational policies and procedures are in place and regularly reviewed to ensure they are effective. Staff demonstrate good understanding of their responsibilities to protect children, however, the safeguarding children procedure is not clearly in line with the Local Safeguarding Children Board guidance to effectively outline the action taken in this event. Written risk assessments are detailed, regularly reviewed and carried out daily, which means that potential hazards to children are identified and minimised.

This setting has established effective partnership with others involved in the children's lives, for example, the parents, schools and specialist workers. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child’s learning and development journey, for example, electronic communication.

This is the first inspection under the new management and the setting uses some information gathered from parents and practical experience to assess their performance, however, they have not developed an effective system to evaluate, plan and secure a capacity for continued improvement.

The quality and standards of the early years provision

Children’s welfare, learning and development are effectively promoted. The cottage room abounds with displays children's work, photos of them at play and illustrations to support learning, behaviour and promote their self-esteem. The environment is arranged creatively to offer stimulating play and learning opportunities within easy reach to promote independent choice and child led activities. A well resourced secure outside play area entices children to learn and
develop in the fresh air. For example, they happily work together painting, climbing and exercising, planting and growing flowers, fruit and vegetables or engaging in spontaneous opportunities and experiments such as bark rubbing.

Staff demonstrate good understanding of the Early Years as they effectively plan activities and innovative opportunities for children to learn in all areas of learning, for example, they have used the story of Handa’s surprise learn about different diets and lifestyles. The children thoroughly enjoyed exploring and sharing their knowledge of familiar and unusual fruits, enthusiastically taking part in the tasting session. In this way children are encouraged to question and use all their senses to learn through practical experience. Staff skilfully use daily routines, such as snack and circle time, and spontaneous opportunities to promote communication and mathematical learning. They offer appropriate help and support whilst knowing when to stand back and let learning develop from the children’s initiative and imagination. Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play thus developing good attitudes towards learning.

Staff demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, children eagerly explain the importance of having a healthy balanced diet and good personal care and have secured clear understanding of road safety procedures through activities linked to people who help us in the community. They are learning to show concern and care for others as they help to raise funds for others less fortunate in their community and the wider world.

Good systems are in place to observe, check and record children’s learning and parents are kept fully informed of their child’s progress by discussion and learning journals. However, this information is not yet used consistently to plan for individual children’s next steps. Also parents are not routinely asked to contribute to an initial assessment of their child’s learning and abilities which means that these important details are not always available to be used to inform planning.
# Annex A: record of inspection judgements

## The key inspection judgements and what they mean

- **Grade 1 is Outstanding**: this aspect of the provision is of exceptionally high quality
- **Grade 2 is Good**: this aspect of the provision is strong
- **Grade 3 is Satisfactory**: this aspect of the provision is sound
- **Grade 4 is Inadequate**: this aspect of the provision is not good enough

## Overall effectiveness

| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

## Leadership and management

| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting’s self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

## Quality and standards

| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted’s website: www.ofsted.gov.uk
This inspection was carried out under sections 49 and 50 of the Childcare Act 2006