

South Darley Pre-School Playgroup

Inspection report for early years provision

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Inspector Tara Street

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Derbyshire, DE4 2JT

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

South Darley Pre-School Playgroup is run by a voluntary management committee. It was registered in 1972 and operates from the village community hall in Cross Green near Matlock, Derbyshire. Children have access to a secure enclosed outdoor play area and the setting also has an agreement with the adjoining primary school to access their outside play areas. The setting serves the local area and surrounding villages. A maximum of 26 children in the early years age group may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday and Thursday from 9.15am to 3.30pm, Tuesday and Wednesday from 9.15 until 12.15pm, and Friday from 9.15am to 12.15pm in term time only.

There are currently 25 children on roll who are all within the early years age range. Of these, 11 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, one holds Qualified Teacher Status, two hold a qualification at Level 3 in early years, and one holds a qualification at Level 2 and is currently working towards a qualification at Level 3. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met and in most areas there is a wide range of activities available. They make good progress towards the early learning goals through a varied and interesting range of activities. Most policies, procedures and records are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The setting demonstrates a good capacity to improve, having implemented a number of positive changes. The management team are constantly evaluating and identifying further areas for improvement and show a good capacity to continue improving in the future.

What steps need to be taken to improve provision further?

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

- maintain a record of aspects of the environment that need to be checked on a regular basis, identified through risk assessment, including when and by whom they have been checked. (Suitable premises, environment and equipment)

09/03/2011

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

- review procedures to ensure regular evacuation drills are carried out and that a record is maintained of any problems encountered and how they were resolved
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

The effectiveness of leadership and management of the early years provision

All staff are appropriately vetted and have a secure understanding of their role and responsibilities, meaning that children are well cared for. They work very well together as a team, and as individuals, ensuring the day runs smoothly. Staff show a good understanding of the procedure to safeguard children and know how to refer concerns to the relevant agency if required. Children use a wide range of toys and equipment, which are safe and suitable. Risk assessments are conducted regularly and staff carry out visual safety checks at the beginning and end of the session to ensure that the environment is suitable. However, a record of aspects of the environment that need to be checked on a regular basis, including when and by whom they have been checked, is not fully in place, which is a requirement of the Early Years Foundation Stage. Evacuation drills are not carried out and recorded on a regular basis. Staff are aware of this and are working to develop this aspect of the provision.

The management team and staff strive to improve their practice and work hard to monitor and evaluate the quality and standards at the setting. The views of parents, carers and other early years professionals are actively gathered in order to evaluate the setting and identify priorities for improvement. As a result, the recommendations made at the last inspection have been fully addressed. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can regardless of their background. Staff organise the environment and resources effectively and they support children to become independent learners and develop confidence.

Children benefit from the warm and relaxed relationships that have been established between their parents and the setting's staff. Parents and carers are well informed regarding their children's care and are routinely involved in their child's continuous learning and development. The daily exchange of information, both verbally and through newsletters ensures that children's changing needs are consistently met. Managers and staff have successfully established links with other early years professionals and external agencies to support the inclusion of children with special educational needs and/or disabilities. In addition, staff have worked

hard to build close links with the other early years settings that children attend to ensure optimum continuity of care and learning.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Staff engage well with the children and develop positive relationships. They praise children's achievements, which motivates them to learn and develop positive self-esteem. An effective key person system enables parents to feel confident and children to feel safe within the setting. Children are offered a wide range of toys and resources, including a good range of technology equipment to help them learn important skills for the future. Staff use questioning techniques effectively to extend children's learning and thinking skills. Through gentle reminders and discussion, children are encouraged to think about safety and avoiding hazards.

Staff use their very good knowledge of the Early Years Foundation Stage to plan a range of enjoyable activities. Planning documents cover the six areas of learning well. Ongoing observations and assessments are undertaken by the staff and provide a clear insight into the children's progress and achievements. There is a good balance of adult-led and child-initiated activities. Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. They enjoy stories and listen avidly when books are read by staff, joining in with discussions about the characters and animals. They are well supported to mark-make and develop early writing skills. For example, children eagerly label their own work and self-register at the start of the session. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation methods through songs and rhymes. All children take part in a wide range of activities both indoors and outdoors, which support their physical development. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area, balance on stilts and build with cardboard boxes. A well-resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children enjoy dressing up and putting on a pair of flippers as they pretend to be swimming in the sea. Children have access to natural materials and develop good fine motor skills as they play with sand, water and a variety of media. Their awareness of the wider world is extended in a number of ways. For example, through daily resources and involvement in a range of activities which look at different cultures from around the world. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality.

Children are learning about the importance of healthy foods because they have nutritious snacks provided, which they serve themselves. These offer a very good variety of healthy and nutritious options. A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children also develop an understanding of how to keep themselves

healthy as they wrap up warmly before going outside and learn to wash their hands before eating.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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