

Pattishall Pre-School Playgroup

Inspection report for early years provision

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Inspector Andrea Ewer

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Telephone number 07901734460
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Pattishall Pre-School Playgroup is a committee run group which has been registered for over 20 years. The playgroup is registered on the Early Years Register for a maximum of 24 children from two up to five years. There are currently 19 children on roll.

The playgroup is situated in the village of Pattishall, Northamptonshire and operates from two areas in the village hall. The playgroup is open each weekday from 09:15 to 15:00 during term-time. Children come from the local area and attend for a variety of sessions. The playgroup supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

There are three staff employed to work with the children, all of whom two hold an appropriate early years qualification. The setting receives support from a local authority advisory teacher and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff are committed to providing good quality care and nursery education, however, at times they lack confidence in delivering the Early Years Foundation Stage. Information about children is shared regularly between parents and staff which keeps them both informed and contributes to continuity of care. The pre-school understands the importance of developing partnerships with other settings that children attend. All children are generally well supported in their learning and development so that no child is disadvantaged, however, individual children are not always supported to achieve their potential. Some systems are in place to monitor and evaluate the provision.

What steps need to be taken to improve provision further?

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

- obtain parental permission to seek any necessary emergency medical advice or treatment
- continue to use training made available by the local authority and other sources to improve staff understanding of the requirements of the Early Years Foundation Stage including managing children's behaviour
- develop observation and assessment records to identify learning priorities and to plan relevant and motivating learning experiences for each child, to show their progress towards the early learning goals, provide challenge for older more able children and to make them more meaningful to parents
- develop the opportunities for parents to contribute to children's observation and assessments
- ensure effective continuity and progression for children by developing partnerships with other settings delivering the Early Years Foundation Stage

- to children
- develop the use of self-evaluation to take account of committee member, staff, parents and children's views

The leadership and management of the early years provision

Clear procedures implemented consistently by staff ensure children's safety is promoted well and they are protected from harm. Staff are all fully qualified, experienced and deployed effectively to make sure children are properly supervised at all times. Thorough risk assessments are carried out annually and are supplemented by the visual risk assessments carried out daily, and effective measures are in place to eliminate dangers. This ensures potential hazards are minimised and appropriate action taken to reduce the risk of accidents. Staff are aware of their role and responsibilities in protecting children from abuse. The designated member of staff has attended relevant training and has a sound understanding of signs and symptoms of child abuse. This enables her to provide support and guidance to other staff to implement procedures correctly.

Overall, children benefit from a fully inclusive environment where they feel valued as individuals. They have regular access to a suitable range of resources that helps them learn about our similarities and differences including dolls of various skin colours, small world people, some of whom have disabilities and role play equipment from other countries. Parents complete an 'All about Me' booklet when children start the pre-school, which provides relevant information about children's routines at home, what they enjoy playing with and their favourite stories. This enables staff to provide suitable play opportunities that children enjoy to help them settle when they start at the playgroup. Although children's observation and assessment records are shared with parents, they do not clearly show their progress towards the early learning goals and the next steps are not identified. As a result, parents are not fully supported to continue their children's learning at home. Staff understand the importance of developing partnerships with other settings who provide care to children attending the playgroup and clear arrangements are in place to extend those partnerships in order to improve outcomes for children.

Although some use is made of self-evaluation and recommendations from the last inspection, which have been addressed satisfactorily, systems are not robust enough to clearly identify strengths and priorities for improvement. For example, staff have been unable to access some training to develop their understanding of the requirements of the Early Years Foundation Stage. Additionally, not enough account is taken of staff, committee members, parents and children's views as part of the self-evaluation process. Most records, policies and procedures required for the safe and efficient management of the playgroup are in place, confidentially maintained and shared with parents appropriately, however, written consent to seek emergency medical advice or treatment is not always obtained.

The quality and standards of the early years provision

Children are cared for in a welcoming environment where they purposefully engage in the suitable range of stimulating activities provided. They find their photograph to self-register as they arrive which gives children a sense of belonging. They select resources of their choice, from low-level storage units, to develop their play and ideas, and move around freely in the well-organised environment which positively promotes their independence. Children take risks in the safe and supportive environment which helps them to become confident in their own abilities. For example, the go up and down the slide in various ways, safe in the knowledge that staff are nearby to assist if needed.

Children's welfare is promoted very well. They share positive relationships with staff and their peers which helps them to feel secure. Staff know each child well and make every effort to meet their needs and ensure all children feel included. For example, additional staff are employed to make sure children who have disabilities have access to and are able to participate fully in activities of their choice. Children respond well to the effective strategies used to manage their behaviour, however, the designated person for behaviour management has not attended training to enable her to effectively support other staff. Children benefit from consistent daily routines which helps them understand what will happen next and understand the expectations of them during their time at the playgroup. As a result, children play co-operatively, share, take turns and are well behaved.

Children make satisfactory progress towards the early learning goals. Observations and assessment records show generally what children can do. Although there is some evaluation of activities which is used to identify focus children for future activities, they lack detail and there is limited challenge for more able children. Children do, however, have a positive attitude to learning and are developing skills that contribute to their future economic well-being. They regularly look at books for enjoyment and listen to stories with interest. They start to link letters to sounds as they name items beginning with a particular letter of the alphabet and give meaning to marks during the many mark making activities. They enthusiastically sing songs as part of and in front of the group which shows they feel confident and develop early communication, language and literacy skills. Children concentrate well as they carefully group objects by type and colour, persisting for significant periods of time until tasks are complete and count spontaneously during their play. They learn how things work as they operate simple electronic toys such as the shopping till, calculators and music cassette which gives them an understanding of how things work.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.