

# Locking Pre-School Playgroup

Inspection report for early years provision

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**Inspector** Timothy Butcher

**Setting address** Locking Village Hall, Grenville Avenue, Locking, Weston-super-Mare, BS24 8AR

**Telephone number** 01934 823174 or 07760 482092 sess times

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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

Locking Pre-School playgroup registered in 1992 and is a committee run pre-school group that operates from the village hall in Locking near Weston-super-Mare. It serves the local and surrounding area. Locking Pre-School playgroup is registered on the Early Years Register. The group is registered to care for 24 children within the early years age range, none may be under three years. The pre-school group receives early education funding. There are currently 36 children on roll. Children attend for a variety of sessions. The group opens five days a week during school term time. Sessions are from 9.15am to 12.15pm on Monday, Tuesday, Wednesday and Friday. The setting runs in the afternoons from 1.15pm to 3.45pm on Tuesday, Wednesday, Thursday and Friday. Five members of staff work with the children, of these three hold a Level 3 qualification in early years and one holds a Level 2 qualification in early years. The pre-school supports a number of children with special educational needs and/or disabilities. The setting receives support from the local authority. Parents serve on the voluntary committee and some work alongside the staff as volunteers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the pre-school as staff work hard to ensure that children's needs are suitably met, and children's welfare and learning are satisfactorily promoted. Staff have a sound understanding of the Early Years Foundation Stage, and have begun to implement systems to track and record the progress that children make. Staff show commitment to developing their practice, however, the roles and responsibilities of the leadership and the management of the group lack some clarity. This limits the ability of the setting to progress quickly even though some plans are well targeted towards further improvement.

## What steps need to be taken to improve provision further?

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

- continue to develop assessment and planning systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- develop further the complaints log to provide a record of complaint that can be shared with parents whilst keeping personal details confidential
- continue to develop further freely chosen or child-initiated outdoor activities to provide a broad and balanced curriculum based on the observed interests of children and on the identified next steps in their development and learning
- develop clearer roles and responsibilities within the leadership and the management of the group so that responsibility is taken for effective action planning to address identified weaknesses in the recording, planning and monitoring of the Early Years Foundation Stage.

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

The arrangements for safeguarding children are robust. The safeguarding policy and procedure, along with other policies, have been recently up-dated and staff have a clear understanding of their responsibilities in regard to the protection of children. Recruitment procedures are secure and staff have been suitably checked. The assessment of potential risks to children has been updated and regular visual checks are undertaken and recorded. The documents show that any emerging hazard are quickly addressed; as a result, children have their safety strongly promoted. The complaints log is not presented as a résumé, so does not sufficiently keep personal details confidential.

Partnerships with parents are well established. The staff have a clear awareness of each child's background. A sound understanding of inclusive practice is held, and suitable steps are taken to overcome potential obstacles to children's learning so that all children are able to participate according to their beliefs. Weaknesses in the planning process mean that children's individual progress is not always supported. Care arrangements are fully discussed and agreed with parents. Key Workers ensure a good two-way exchange of useful information. Parents' views are valued. These have been sought through a questionnaire and are on display. Parents report positively on the care provided, on the good exchange of information and on the friendliness of the staff. They feel that they have a good understanding of the progress their child makes through the parents evenings and through the informal discussions with their key worker. Parents have some opportunities to be involved in their child's learning, such as through items brought in for the 'interest table'. Partnerships in the wider context are firmly established with good links with the local schools and with other settings who also provide care to the children; this aids transitions and promotes the continuity of care for children.

The whole staff group work very hard to organise a warm and welcoming environment for children. The whole staff group have begun to evaluate their practice and have sought the advice of their local authority support workers. This has resulted in a clear understanding of the strengths and weaknesses of the setting, and in some actions that are well targeted so likely to bring about improvements for children. Work is in progress to develop an effective system of tracking children's progress. Currently, staff are not organised to be able to complete children's records. This is an issue for the leadership and management of the group to consider as this hinders the delivery of the Early Years Foundation Stage overall.

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

Staff have a sound knowledge of the Early Years Foundation Stage overall, and confidently support children's development across each area of learning. Some

observations are routinely made for each child, and these contribute to their learning profile. Weaknesses in the system for observational assessment and planning result in inconsistencies in planning and in the variable quality of the activities provided. Children make suitable general progress in their learning and development because they benefit from some good quality interactions with the staff. The staff know children well and children have positive attitudes to learning in general. Most children generally secure the skills they require in order to progress their learning. Some activities are creatively presented to capture their interests. For example, a child's interest in nature is noted and further developed. All of the key work group is fascinated by the giant snails that a staff member has brought in. Children learn about how the snails live and feed, and they are offered the opportunity to hold the creatures. They learn to take turns and are skilfully supported by their key worker to express their views to the group and to contribute. At other times children's interest is not sustained as some activities are uninspiring, and poor planning sometimes leads to a failure to build on children's knowledge and skills. For example, children take their play outside each session. They have an adequate number of boxed resources to choose from and some outside equipment, such as a slide. On occasions, the resources are not well planned to capture their imaginations and are poorly presented; as a result children move quickly from activity to activity and their learning is not much extended. Too little consideration is given to the different learning preferences and interests of both boys and girls in general, when planning child-initiated activities. Children enjoy a creative activity using a balloon and vegetable shapes to explore paint, texture and colour. The staff suitably support their mark-making, counting and creative development even though the focus of the activity on mixing colour is less successful.

Children are suitably valued and respected as individuals. Children new to the setting are sensitively supported to settle by a skilled staff team. A sound understanding of inclusive practice is reflected through information gained from parents about children's preferences and beliefs. They celebrate festivals and events from their own cultures and those of others in accordance with their own beliefs. Children are encouraged to adopt a healthy lifestyle. They learn about their own needs for food and drink and discuss healthy eating at snack times. They have good access to their own labelled bottles to drink from and independently access these throughout the session. The provider strongly promotes the good health of children, for example, through detailed and regular discussions with parents about children's specific medical needs. There are clear procedures in place to ensure children's particular health needs are very closely met. Children are helped to feel safe and secure. They have a safe environment in which to play. Children are well supported to learn about keeping themselves safe, such as when using the climbing frame, they are given simple explanation about being aware of themselves and others; they are also closely supervised when outside.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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