

Holbeton Pre-School Playgroup 1

Inspection report for early years provision

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Inspector Anne-Marie Moyse

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Holbeton Pre-School Playgroup has been operating for over 30 years and was registered in 1993. The group is run by a parents' committee. Sessions are held in the main hall and Green Room of Holbeton Village Hall. There is a secure garden area for outside play. The group serves the local community, with children attending from the village and the surrounding areas. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are able to care for a maximum of 26 children aged from two to under eight years, of whom all may be in the early years age range. The pre-school receives funding to provide free education for three- and four- year olds. The group supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school committee also operates an after-school session for older children on Monday to Thursdays from 3.30pm to 5.30pm during term time only. There are seven adults working directly with the children. The manager is a qualified early years teacher and holds Early Years Professional status. Three staff are qualified to level three or above and two staff are working towards a relevant early years qualification. The group receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A professional and thoughtful team of staff are extremely well-managed to provide and maintain a highly efficient and safe provision overall. Exceptionally good relationships are formed with parents and others which ensures that the needs of all children are effectively met. Children are freely able to access a wide range of stimulating toys and resources both inside and outside, helping them make excellent progress in their learning and development. The staff frequently seek the views of the children and parents to identify areas for improvements, which are implemented successfully. The setting's capacity to maintain continuous development is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- considering further the security of the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the robust systems employed at the setting to ensure staff are appropriately vetted and have suitable skills and understanding to meet every child's individual needs. Frequent child protection and safeguarding training is attended by adults in the setting to ensure constant up-to-date information informs policies and procedures for the staff and parents. All staff undergo regular monitoring and professional development to drive improvements. All aspects of the setting are assessed and evaluated continually. For example, risk assessments are reviewed every term and the accident records are monitored closely to identify any recurring issues. Parents' views are valued and children's ideas are heard in this inclusive environment. This highly reflective, self-evaluation approach ensures that the setting responds promptly to meet the needs of the children and families attending the setting.

Staff are extremely well-deployed and children are kept generally secure in a very enabling environment. They have excellent use of the recently developed outside area to learn and play freely. However, the low fence and gate, to one end of the garden, is not fully secure. The staff have identified this and are working with the hall committee to improve the security of the outdoor play area. Resources in the provision are easily accessible to children and promote positive images of diversity and the wider world. Staff are attentive and value every child's comments and diverse needs. Activities and signs in the environment promote children's home languages and cultures. This respectful approach from staff promotes a fully inclusive atmosphere, where children are nurturing strong positive relationships. The staff make very good use of the local environment with regular visits around the local community and to places of interest, such as the wildlife centre. The development of a forest school has extended the range of experiences children enjoy.

A very warm welcome is made to all parents and other members of the family. Parents are keen to express their complete happiness with the provision and how their children are enthusiastic to attend. They are fully involved in their children's learning, with daily feedback from the staff on each child's day. Parents have useful information displayed on the notice boards and are invited to comment on children's current interests and learning at home, which feeds directly into the planned activities. 'Wow' moments are shared between the setting and home so children's achievements are acknowledged and celebrated. Children learning and progress is closely monitored and recorded in attractive learning files which are accessible at all times. Family members are able to borrow these to spend time reviewing them with the children. Partnership with other providers and any support agencies are robust and improve the consistency for children's welfare and development. Ongoing links with other providers, and when children are preparing to make their transition on to other provisions and schools, is fully supportive.

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

Children are confident, motivated and have very a positive attitude to their learning. As a result they are making excellent progress in all aspects of their development. Their enthusiasm and inquisitiveness is supported well by the staff who challenge children to resolve their own problems and think about all aspects of their play. All children behave impeccably; fully understanding the boundaries and routines of the setting. Older children are very considerate in their self-care and help other, younger children. For example, children enthusiastically dig in the earth and then thoughtfully and independently change into their wellies when they add quantities of water and turn the earth into squelchy mud.

Children benefit from the superb balance of child-led and adult-directed activities, with the younger children having their own specific development needs met. For example, younger children enjoy having stories read to them whilst the older children are engaged in a challenging phonic session. Staff maintain high quality observations and evaluations of every child's progress and adapt the planned activities and the resources in the environment to promote each child's next steps highly effectively.

Children are developing their understanding of all aspects of safety and security within the setting. A designated child safety officer conducts safety checks with the staff, to make sure all locks and safety equipment is in place. The member of staff and child discuss why this is important and children clearly understand the responsibility in reporting any concerns to the staff. Safety is discussed at all opportunities with children and systems are in place so that the children's whereabouts are monitored closely. As individuals leave the session the number of children attending is altered by the children, using their developing subtraction skills to work out one less. If children leave to go into the hall they remove their names from the display board so staff know where they are. Good hygiene routines are promoted at snack time, with children understanding the need to thoroughly wash their hands before eating. Healthy options are offered and children are confident to pour their own drinks whenever they feel thirsty. Children enjoy growing various vegetables and plants to develop their understanding of healthy options. Children confidently express their personal likes and dislikes, but are enthused by the various plants growing. They talk excitedly about measuring and watching the beans grow and recognise that the sweet-corn and tomato plants need watering.

Children are flourishing in the pre-school. Activities are stimulating and appealing to the children. They engage in social role-play activities in the 'mobile shop' manipulating various items from the dough. This develops into writing shopping lists and talking about various ingredients for their baking. Children count and calculate during their play and during songs and rhymes, linking the numerals to the numbers. Phonic sessions encourage children to play with words and link sounds to letters, and children are keen to scribe on the white board. Mark-making implements are readily available for children in their play. Outside, brushes are used to write with water and inside the children enthusiastically draw and write on

the huge communal piece of paper secured to the floor. Children's communication skills are fostered as they talk and listen to each other respectfully, developing excellent skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met