

Crawshawbooth Pre-School Playgroup

Inspection report for early years provision

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Inspector Jennifer Kennaugh

Setting address Community Centre, Adelaide Street, Rossendale,
Lancashire, BB4 8PW

Telephone number 01706 830 796

Email

Type of setting Childcare - Non-Domestic

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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

Crawshawbooth Pre-School Playgroup is run by a committee. It opened in 1989 and operates from one large room in the basement of a community centre in Rossendale, Lancashire. A maximum of 20 children may attend the provision at any one time. The setting is open each week day from 9am to 12pm, and on a Thursday and Friday afternoon from 12.30pm until 3pm, during term time only. There is direct access to a secure outdoor play area from the playroom.

There are currently 38 children on roll aged between two and five years who attend for a variety of sessions. The setting receives early years funding for three-year-olds from the term after their third birthday. Children come from the local area and the setting currently supports a small number of children for whom English is an additional language.

The setting employs six members of staff, of whom two hold relevant level 3 qualifications, one is an honours graduate in Early Years and one is a qualified nursery nurse. Two staff are unqualified but one of these regularly attends relevant courses.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting promotes children's welfare, learning and development exceptionally well because staff display excellent knowledge of the Early Years Foundation Stage and management of young learners. Children experience positive outcomes in the setting and are extremely confident, happy and secure. The setting has an inspiring attitude to inclusion and expectations are high for all children, regardless of needs. Excellent partnerships are formed with parents through a variety of means and they are kept very well informed of their children's progress and welfare, although opportunities for them to contribute to learning records are undeveloped. The setting makes highly effective links with other professionals to meet children's needs, which promotes welfare and smoothes transitions. There are rigorous systems in place for self-evaluation, and as a result the ambitious and highly motivated team demonstrate an outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- developing ways to enable parents and carers to regularly contribute to children's learning journeys, beyond initial information.

The effectiveness of leadership and management of the early years provision

Safeguarding in the setting is excellent because staff have a thorough and robust knowledge and there is a designated member of staff with responsibility for safeguarding. The setting has comprehensive policies and procedures for safeguarding children's welfare. Staff and volunteers have been vetted as suitable to work with young children, and committee members who are likely to enter the setting are also vetted. New staff and volunteers undergo a thorough induction process. Risk assessments are meticulously detailed and reviewed regularly, leading to exemplary safety measures in and outdoors so that children can move around securely in their environment. Four members of staff have valid first aid certificates to ensure children's welfare in the event of accidents. Fire evacuations are carried out monthly and recorded for different sessions so that all children experience them.

Staff have an excellent knowledge of the Early Years Foundation Stage and support children by combining sustained interactions with being able to step back and allow them to engage in free-flow play. Staff are very well deployed and their roles are clear amongst the team and parents. Resources in the setting are used effectively to help children learn and develop as their use is regularly evaluated as part of sustaining the setting. There are a wide range of toys and resources accessible in low-level storage. This promotes independence skills and allows children to add their choice to the session's play, making a positive contribution. A system of laminated cards at each area in the setting gives details for adults of how the area relates to the six areas of learning, vocabulary that can be reinforced there and extension activities that adults can suggest for those playing there. This means that all staff and volunteers are supported to provide better outcomes for children.

Training is exceptionally well used by the setting and the manager recently completed an early years honours degree to improve practice in the setting. Staff training on listening to children's views means the setting is successful at enabling children to evaluate the provision. The setting has an inspiring drive to continuously improve and evaluates many aspects of provision on a weekly basis. The team is enthusiastic with exceptionally high morale, as the manager successfully communicates high expectations to the staff. Evaluation leads to rapid change when an issue for improvement is identified, as demonstrated by recent changes to the room layout in order to improve access to the home role play area, due to staff observations.

The setting forms close working relationships with parents and carers starting before the child attends, by asking them to complete an 'all about me' booklet, which contains detailed information as well as photographs of significant people, pets and objects in the child's life. This is used as a planning basis and also enables staff to settle children more quickly. For parents who do not have English as a first language, the setting strives to provide this as a bilingual version for equality of opportunity. Parents have many opportunities to offer feedback on practice and provision through an open-door policy and regular questionnaires.

They are also encouraged to join the setting's committee. Parents' views and advice are sought regarding celebrating festivals within the setting, so that this is done sensitively by involving them in them in preparation and management of the events. Regular newsletters are sent and there are formal opportunities for parents to look at their children's files and discuss progress with key workers. However, there are few opportunities for parents to contribute to learning records, beyond the initial booklet.

The setting has worked extremely successfully with other agencies and professionals by undergoing training to support children's health needs and attending multi-agency meetings. It receives support from the local authority to complete a quality award scheme to enhance outcomes for children. Children with special educational needs and/or disabilities are able to participate in activities either through differentiation, staff support or a combination of these to promote equality of opportunity. Partnership working with other professionals to meet the needs of a child joining with additional needs begins prior to the child's start with discussion and possible training. Policies on equality of opportunity are very well written and implemented.

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

Children in the setting show they feel safe and secure by being keen to enter the playroom and explore the resources available. They are confident when approaching staff and will interact with a new person because familiar adults are nearby, bringing paintings, drawings and books for them to admire. The majority of children recently joined the setting and are already exceptionally well settled in to their routine and attached to their key workers. Adults greet parents and children at the playroom door as they enter, and maintain security so that children cannot leave unsupervised. Children learn how to maintain a healthy lifestyle by having access to outdoor play. They can choose from a selection of healthy foods at snack time and drinks of water or milk are also available. Children are encouraged to take responsibility for their personal hygiene. Hand washing is promoted to prevent infection spreading. Toys are clean and well maintained.

The excellent systems for initial information gathering, observation and recording mean that planning provides exceptional outcomes for children across all six areas of learning. Play is purposeful because adults are highly motivated and have immediate access at each play area to extend learning, as well as using their knowledge of individual children. Adults help children to enhance their descriptive vocabulary and also early mathematical language regarding size, distance, colour, shape and comparison. Children can freely access a computer and some can independently load educational games, showing enthusiastic development of early information technology skills. They have use of a digital camera, which has been used by children in their evaluation of the setting.

Children have daily opportunities for free-flow movement between the playroom and outdoor area to allow for greater creative opportunities in their own role play. The outdoor area contains a broad range of toys and resources for creative and

physical play. Children plant flowers in various containers to extend their knowledge and understanding of the natural world. Opportunities are provided regularly for play with flexible resources, such as blankets with pockets, plastic tubing, cardboard boxes and curved wood so that children can engage in explorative, open-ended play. This enhances children's creativity, communication, language and literacy development. Children participate very well in whole group times in the carpeted cosy area, where they enjoy a story with a repeating pattern, counting songs and an activity to name parts of the body.

The setting excels at enabling children to make a positive contribution to the small community by including their views and preferences in planning and by celebrating their successes. There is an achievement board with annotated photos of children, and a daily sticker system is used to maintain motivation. Staff pay particular attention to achievements regarding independence skills, praising children strongly for these. Children have the opportunity to celebrate festivals which reflect the cultural diversity of the setting. A display shows children, parents and staff celebrating the Thai festival of Loy Krathong using flower wreaths at the river. Children also participate in many Islamic celebrations with enthusiastic help from parents. This promotes equality of culture and respect for diversity in global society. Behaviour is consistently high in standard as a result of staff being excellent role models and carefully explaining how the consequences of poor behaviour affect the perpetrator and others.

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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