

Whitechapel Preschool Playgroup

Inspection report for early years provision

Unique reference number 309527
Inspection date 12/12/2011
Inspector Joanne Law

Setting address Whitechapel Village Hall, Church Lane, Whitechapel,
Preston, PR3 2EP

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Whitechapel Preschool Playgroup was registered in 1983 and operates from the Village Hall in Whitechapel, Preston. It is operated by a committee of trustees which is made up of parents of the children who attend the preschool playgroup. The setting serves a wide catchment area. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday, Tuesday and Wednesday 9am until 3.30pm and Fridays 9am until 12pm during school term time. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 25 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 20 children on roll who are within the Early Years Foundation Stage. The setting provides funded early education for three-and four-year-olds.

The setting employs a manager and five members of childcare staff. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in a welcoming and stimulating environment, organised with defined areas. Children's needs are well met and they make good progress in their learning and development. Most documentation to ensure the safety and welfare of children is in place. The setting has made positive changes to develop to improve outcomes for children demonstrating the capacity to maintain continuous improvement. Good partnerships with parents, the local school, other Early Years Foundation Stage providers and other agencies are developed to ensure that the needs of all children are met, along with any additional support needs. Partnerships with other schools are developing.

What steps need to be taken to improve provision further?

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

- review risk assessments clearly stating when it was carried out, by whom, date of review and any action following a review or incident. (Documentation)(also applies to both part of the Childcare Register) 19/12/2011
- obtain information about who has legal contact with the child and who has parental responsibility, for every child. (Safeguarding and Welfare) 19/12/2011

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

- develop recruitment procedures to ensure staff are suitable using evidence such as employment history, reference and interviews.
- build upon learning and development records
- develop further the environment so it is rich in print, so children use labels to learn about words
- ensure Criminal Record Bureau Disclosures are handled in accordance with Criminal Record Bureau's Code of Practice and Explanatory Guide.

The effectiveness of leadership and management of the early years provision

Recruitment procedures are sufficient but interview notes and references are not available for some staff. Evidence of enhanced disclosure numbers and dates are available for all staff, however, Criminal Record Bureau Disclosures should be handled in accordance with the Criminal Record Bureau's Code of Practice and Explanatory Guide.

Staff benefit from induction programmes and appraisals. Annual risk assessments are in place. However, they do not state when it was carried out, by whom, date of review and any action taken following a review. This is a breach of legal requirements. Checklists and staff practice help to ensure good standards of health and safety. The staff follow a good procedure for identifying and dealing with hazards and faulty equipment. Effective procedures are in place, there is a door bell, visitor's record and close supervision of children at all times to effectively reduce the risk of accidental injury and to safeguard children. There are a number of staff members on site with a current paediatric first aid certificate and consent has been obtained from parents to obtain emergency medical treatment. This ensures that accidents can be addressed quickly and appropriately. Children are safeguarded and well protected because the staff are knowledgeable about local safeguarding policies and good procedures are in place. Staff are aware of the possible indicators of abuse and know what actions to take if they have any concerns about a child in their care, including what to do if an allegation is made against a member of staff.

The staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. Children choose their own resources, this enables them to thrive and make good progress in their development. The setting is a welcoming environment providing the children with varied and imaginative resources and equipment that are well maintained. Toys and resources are arranged to enable children to access them independently. Resources are available promoting positive images of diversity and enhancing children's awareness of the wider world. An effective equal opportunities policy is implemented by staff to support all children well. This ensures that the individual needs of all children are met and all children are included fully.

The manager is aware of her strengths and weaknesses. She considers ways to improve the setting for the children. The outdoor area has recently been refurbished and this area is now extremely well resourced. Children thoroughly enjoy their time outside and they are challenged in all areas of learning. The setting forms good working relationships with parents and carers. A good settling-in procedure is in place for children and the setting provides families with a handbook prior to enrolment. They obtain some information about each child and encourage visits and discussions prior to enrolment. However, not all necessary information is obtained in advance of a child being admitted. Information about who has legal contact with the child and who has parental responsibility for the child, has not been obtained for all children. This is a breach of legal requirements.

The setting and parents share important information about their child's starting points using all about me forms, parents evenings and verbal exchanges of information. This means that parents are involved in their child's learning and each child is supported in making progress towards the early learning goals. Relationships with other provisions and professionals involved with the children are established and contribute to supporting children's welfare and learning. The setting has developed a relationship with the local school and works in partnership with others to enhance outcomes for children. For example, they attend transition meetings and reception class teachers spend time in the setting before children start school. The setting demonstrates a commitment and enthusiasm to update knowledge, skills and practice to benefit the children who attend, for example staff have attended level two safeguarding training.

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

Children are making good progress in their learning and development because the staff have a good understanding of how children learn. However, documents relating to children's learning and development are inconsistent, this does not impact on children as there are a small number of children on roll and staff have good knowledge of each individual child.

Children enjoy an interesting range of activities which have clear links to the areas of learning in the Early Years Foundation Stage. Children settle well in familiar surroundings where the staff are sensitive to their needs and interests. Children demonstrate their independence as they move around the setting selecting different toys and resources to play with, for example when the children sit down to sing songs they confidently decide to get out the musical instruments. The appropriate organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There are low-level trays to access creative materials, tables, beanbags and floor space. Children develop an understanding of mathematical concepts through daily routines and play, for example singing number rhymes. Numbers are displayed around the setting both indoors and outdoors. Children's language development is well supported by the staff through positive interaction. Children also access books both indoors and

outdoors, however, there are limited labels displayed within the setting so opportunities for children to learn that words have a purposeful meaning are limited.

Children play well together. They are able to rest in the book area where there are cushions, rugs and a sofa. Children also have access to a tent and staff make a den for children using fabric to create an imaginative quiet area. A computer is available to give children opportunities to acquire skills in operating equipment. Through everyday routines, children are developing an understanding of the importance of effective personal hygiene practices, for example, they wash their hands at appropriate times throughout the day. However, hand soap is out of reach for the children which means they cannot access this independently. The children have an understanding of making healthy choices. They are offered healthy snacks and meals. Snack time and meal time is a social occasion where staff sit and talk with children. Overall, opportunities for children to be active are good.

They frequently play physical activities which supports healthy growth and physical development. They can access bats, balls, and large-scale equipment that encourages children to climb. In addition, through painting, drawing and malleable activities the children are developing their dexterity and co-ordination skills. Access to outside play is available throughout the day. The outdoor area is particularly well resourced with natural materials and is imaginatively laid out with dens, a sandpit, climbing frame and role play. Children are very interested in the ice that they have made and go back to it throughout the morning to confidently discuss what is happening to it and how it feels.

Children are learning to keep themselves safe through practical daily routines. Their behaviour is good and lots of praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

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

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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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (documentation) 19/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (documentation) 19/12/2011