

Five Ashes Community Playgroup

Inspection report for early years provision

Unique reference number 109421
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Inspector Mary Vandeppeer

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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.

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Description of the setting

Five Ashes Pre-School opened in 1988. It operates from Five Ashes Village Hall. The pre-school has use of the main hall and a meeting room. There is a kitchen, toilet facilities and a secure outdoor play area. It serves families from the local community and surrounding villages. There are currently 18 children in the early years age group on roll. The playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 24 children aged under eight years. The pre-school provides care for children who have special educational needs and/or disabilities and those who speak English as an additional language. The setting receives funding for the provision of free early education to children aged three and four years. The pre-school opens three days a week during school term times only. Sessions are Monday, Wednesday and Thursday 9.15am to 2.15pm. There are four members of staff who work with the children. Three members of staff have a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff at this setting promote the unique needs of each child and support their welfare and learning effectively. All children enjoy exploring play opportunities within safe boundaries. Systems for observation, assessment and planning are generally successful and, as a result, children make good progress in their all-round learning and development. Overall, the partnerships with parents and other providers are developing very well and help to ensure that the care and learning needs of the children are consistently met. Self-evaluation works well to identify strengths and priorities for improvement of the provision. A strong capacity to maintain continuous improvement is demonstrated.

What steps need to be taken to improve provision further?

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

- review the methods for recording children's starting points in order to monitor more effectively how children are progressing towards the early learning goals
- strengthen the two-way flow of information with parents to promote a more shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively through the implementation of up-to-date policies and procedures. Some staff have attended safeguarding and child protection training and they have shared information gained with their childcare colleagues. All staff show a good awareness about what to do if they have any concerns about a child. A full range of guidance is easily accessible. These measures show that children's safety and protection is a key priority. Effective systems for recruitment and vetting are followed to help ensure that all adults working with the children are suitable. Good use is made of risk assessments. Thorough checks of the play environment each day are completed to promote children's safety. All required records and documentation are well maintained.

All those involved in the organisation and running of the setting are committed towards ongoing improvement and they have responded positively to the recommendations made at the last inspection. The strengths and priority areas for development are identified well and action plans for improvement appear to be well-targeted to bring about further improvement. Children, parents and staff contribute to the self-evaluation process and their views are embraced. Recent improvements include the presentation of activities and developing effective links with other professionals involved in the care of some of the children. Future targets for improvement include establishing free flow play from indoors to outside areas. Staff receive effective and regular support from the committee and supervisors to ensure they are clear about their roles and responsibilities. Staff meetings and training events are routinely attended to share and receive information that aids them in their work. Staff are well deployed in the setting and offer good support to the children to ensure their care and learning needs are met.

Equality and diversity is embedded into everyday practice. A welcoming learning environment is created. There is a wide range of resources available, offering each child good choice and variety of things to play with. Children's understanding of diversity is promoted well through the use of toys, resources and experiences provided. The overall learning and development needs of each child are well known and supported. However, starting point observations are not always clearly recorded to aid the monitoring of children's progress fully.

Partnerships with other settings, such as reception classes at the local infant school are developing well. For example, children benefit from visiting the reception classes. Staff share aspects of the children's learning and development with teachers to promote a smooth transition for children into school. Parents confirm that the staff and committee engage with them appropriately and the feedback they receive about their children's achievements is really helpful. Written information about the Early Years Foundation Stage, policies and procedures are also shared. Parents feel the staff are very approachable and show an interest in getting to know their children well. However, parents are not actively encouraged to become involved in their children's learning in practical ways in order to continue this at home. Overall, the setting provides every child with good

continuity of care and learning.

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

Children make good progress in all areas of their learning and development. They make independent decisions about what they want to play with, choosing from the readily available resources. Staff skilfully support children in their learning by asking open-ended questions and encouraging them to develop an interest in the world around them. Visits to the local area also help to extend children's knowledge of the wider world. Children develop good language and communication skills and confidently communicate with one another. In a large group, children eagerly engage in discussions and talk about their personal lives. For example, children talk about being bridesmaids and pageboys at weddings. Children enjoy solving simple problems as they fill in boards with different shape pieces, and try to fill in all the gaps. Children demonstrate a sense of pride in their achievements as they are keen to show these to staff. Children have access to plenty of resources that help them learn about and use information and communication technology. They are fully involved in designing their own role play areas and putting in the resources they know they will need. For example, when children design a shop they put in a till with a scanner, and for an office they use a computer and mobile telephone. All these experiences help children develop good skills for their future learning.

Children enjoy their time at the pre-school; they have good relationships with each other and know about considering other people's feelings. When they are in a large group most of the children are able to sit and listen appropriately and become involved in topical discussions. Children also have a positive relationship with the staff who are fully aware of individual children's needs and support them through all activities. Each child has a key person with whom they have bonded in the first few weeks of attendance. Observations are completed regularly and are clearly recorded to show the progress children make. Evaluative assessments provide staff and parents with important development information on every child, showing what the next steps for their learning are.

Children demonstrate a good awareness of how to keep themselves and others safe. During outings they learn road safety. Regular fire evacuation drills help children to become familiar with emergency procedures and how to keep themselves safe in an emergency. Children's behaviour is very good. They listen well and respond to staff instructions. They are familiar with the daily routines and quickly line up to move between the indoor and outdoor environments. Children are aware of the benefits of adopting healthy lifestyles. They have daily opportunities for outdoor play and use a good variety of play resources to promote their physical development and exploratory interests. They understand the importance of having sun cream applied and why wearing sun hats also protects them. They follow good hygiene routines and are introduced to healthy eating

options at snack time. After snack children routinely wash their own cup and plate helping to maintain the environment and develop their independence skills. Most children are independent but they also know how to ask for help when they need it. Each child is accepted for who they are and staff nurture them so they are confident and motivated in their learning.

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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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: Met

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