

All Saints Pre-School Playgroup

Inspection report for early years provision

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Inspection date	10/02/2010
Inspector	Jane Elizabeth O'Callaghan
Setting address	Operatic House, Leeds Road, Ilkley, West Yorkshire, LS29 8DZ
Telephone number	07847 613 547
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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

All Saints Pre-School Playgroup has been registered since 1990 and is under new management from 2008 and is managed by a voluntary committee. It operates from the church hall within the Operatic House building in Ilkley.

The playgroup operates for seven sessions per week, Monday, Thursday and Friday offering sessional care from 9.15am to 11.45am. A lunchtime care club extends the hours to 1.15pm on Monday and Thursday. On Tuesdays and Wednesdays the playgroup operates from 9.15am to 11.45am and 1.15pm to 3.45pm. All children have access to a secure enclosed outdoor play area.

There are currently 33 children on roll aged from two to five years old. Of these 20 children receive funding for nursery education. Children come from the surrounding areas. The playgroup currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The playgroup employs five members of staff. Five of which hold appropriate early years qualifications and training is on going. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are offered an excellent range of experiences, which capture their imagination and support their learning highly effectively. This ensures that they make excellent progress towards the early learning goals, given their age, ability and starting points. The setting is wholly inclusive and each child is valued and respected. Staff are well qualified and totally committed to ensuring that the unique needs of each child are clearly identified and met. Extensive, purposeful and close partnerships with parents, schools and other agencies are a key strength and are significant in successfully promoting children's welfare and learning. A full and comprehensive system of self-evaluation, which is ongoing, enhances a setting that meets the needs of all children extremely successfully and ensures continuous improvement is sustained.

What steps need to be taken to improve provision further?

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

- providing further opportunities for parents to access children's individual learning and development records.

The effectiveness of leadership and management of the early years provision

Children's safety and safeguarding underpins everything they do. They have robust recruitment processes to ensure all adults are fully vetted before they begin working with the children and that existing staff are re-checked every three years. They have a designated, child protection staff member who has undertaken additional training and ensures policies and the practices at the pre-school are in-line with current requirements. All areas used by the children are comprehensively risk assessed by the ever vigilant staff, to ensure the children are able to safely explore their environment. A full range of relevant and detailed policies, procedures and all required documentation underpin the excellent daily practice. As a result of all these actions, children are safeguarded exceptionally well.

All those involved in the setting are highly motivated and passionate about the service they provide, sharing a clear vision of what they want to achieve, embedding ambition and driving improvement. Practitioners work highly efficiently as a team, are well qualified and regularly attend training in order to develop their knowledge and expertise, enhancing further the outstanding provision. High quality resources, effective staff deployment and key-worker system ensure that children are well supervised and supported at all times. Children with special educational needs and/or disabilities are supported most comprehensively by extremely knowledgeable staff who liaise closely with other professionals, helping children reach their potential. Management and staff provide an exciting and inspiring environment, constantly and effectively reflecting on their practice. They seek the views of parents and children, using their self-evaluation to promote improvement even further.

Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice. Children learn about the wider world and local community through the celebration of a wide variety of festivals, where they learn in depth about the country, through interesting activities and informative displays. The children also have access to a vast selection of resources to support their development in diversity and the world around us.

Highly successful partnerships are established with parents and other early years settings that children attend. Parents are very well informed about their child's time at the pre-school and about daily events and routines. Wall displays illustrate children engaged in activities and which area of learning the activities are supporting them in, helping parents to build a greater awareness of how each child is helped in making progress. Key persons communicate with parents and carers frequently through daily discussions and the sharing of the children's learning journey. Although, on a daily basis access to children's learning journals are not always readily available. Regular informative newsletters keep them up-to-date with events and information, ensuring parents and carers play a key role in their child's learning. The setting has excellent links with early year's settings and schools that the children attend. They have set up strong communication with the schools that children will go on to and have regular meetings and children visit the

schools and teachers go to the pre-school on a regular basis. The pre-school share what the children are learning and what is planned for them to promote consistency and continuity for each child.

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

All children show an extremely strong sense of security; they have formed close and trusting relationships with the staff. Children display an excellent awareness of safety issues and recognise and understand, how to keep themselves safe. They know not to run indoors as they may slip and fall or that they need to alert an adult of spilt water, to ensure others do not slip. Children work exceptionally well, both independently and with their peers, showing excellent negotiation and co-operation skills. They manage any minor disagreements, such as, other children not sharing, remarkably well. Children's behaviour is exemplary; their understanding of 'rules' is exceptional. Both stem from following the excellent examples set by staff.

Children show incredibly high levels of concentration when taking part in activities. They become truly absorbed in the tasks at hand. Children making snakes out of paper, work alongside each other offering support and encouragement. Staff set out a good variety of activities and have outlined the goals they hope to achieve from these. For example, children playing with corn flour learn about different textures. Children are also encouraged by staff to self choose activities that they wish to play with and can access these from the cupboard under supervision. Staff sit along side children at the computer, who have excellent mouse control and also understand how the game works. They are able to press the screen and make sure the people get on the bus to the post office; children get very excited as they manage to complete the task. Children listen intently to the story of the 'Itchy Bear', the leader uses lots of props and the children giggle and laugh as the different animals are used in the story. Staff sit on the floor with the children and take turns to recognise the different animals, some children count the animals up to eleven and receive lots of praise from staff.

Children develop their personal independence skills exceptionally well, putting on their own aprons for creative play and serving and preparing their healthy and nutritious snacks. To help them promote their personal hygiene skills children are encouraged to wash their hands before snack and after playing with the corn flour, staff also encourage children to use anti bacterial gel after wiping their noses. They are also developing an excellent understanding of being healthy and know it is good to go outside to play and have fruit for snack. Children make excellent use, of the outdoor area, which has a vast selection of toys and resources. For example, sand tray, bicycles, a growing area where children grow their own flowers and vegetables, lots of ball games and activities to develop children's physical skills. Staff ensure that when children cannot go outside, they are given lots of opportunities within the setting to do exercise. For example, children play farmers in the den and sing lots of action songs, where they all confidently join in with the actions. Their use of this space is highly effective in supporting children's learning and development.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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