

Great Gransden Pre-School Playgroup

Inspection report for early years provision

Unique reference number

EY271973

Inspection date

24/01/2011

Inspector

Jo Rowley

Setting address

The Sports Field, Caxton Road, Great Gransden, Sandy,
Bedfordshire, SG19 3BG

Telephone number

01767 677040

Email

gransden.playgroup@btopenworld.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Great Gransden pre-school playgroup is a registered charity and was first registered in 1985. It operates from a purpose built building in Great Gransden, on the border of Bedfordshire, Cambridgeshire and Huntingdon. The pre-school playgroup serves the local area and has strong links with the local primary school. The pre-school playgroup is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school playgroup opens from Monday to Friday during school term times. The pre-school playgroup is open between 9am and 3pm with children being able to attend for a variety of sessions. A maximum of 37 children may attend the group at any one time. The pre-school playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 77 children, on roll, who are within the Early Years Foundation Stage age group. The pre-school playgroup provides funded early education for three and four year-olds and is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of child care staff. Of these, nine hold an appropriate early years qualification to level two or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development because they are given effective support to ensure that they are fully included and able to gain the most benefit from activities and opportunities offered to them. The well established and caring team of staff are committed to recognising each child as an individual and they ensure that all children are respected and encouraged equally. This strongly promotes children's sense of belonging. The highly committed staff use effective assessment and planning procedures to ensure that all children are offered an extensive range of activities with their individual needs taken into account. Excellent partnerships with parents, carers and other agencies, such as the local primary school, ensure that individual children's needs are consistently met. Most areas of the setting are evaluated by staff and they ensure that plans are in place for the future. This enables them to provide a service which is responsive to the needs of all children.

What steps need to be taken to improve provision further?

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

- further develop the use of reflective practice to more easily identify the setting strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is significantly promoted as there are effective safeguarding procedures in place. For example, training relating to safeguarding children has been completed by all staff, with designated staff completing advanced safeguarding training. Highly effective recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Risk assessments and daily checks, are completed by all staff, ensuring that hazards and risks to children are minimised. Comprehensive and consistently well written policies and procedures are robust, reviewed and updated continuously ensuring that the environment is safe and secure at all times. Children demonstrate an excellent awareness of adopting safe and responsible practice and are fully aware of the group rules. Staff gently remind children as well as using explanations to further promote their understanding. For example, during woodwork activities children and staff talk about the dangers of using tools such as hammers and nails and discuss the consequences of not using these appropriately.

Children demonstrate that they feel safe and secure as they confidently move in and around the setting, making independent choices as well as approaching staff for help or to include them in their play. An example of this is where a group of children are happily playing a sorting game which involves picture cards of dirty and clean washing. The member of staff involves herself in their game and uses every opportunity to extend and develop their learning through discussion. For example, she asks do you think you would wear a scarf in the sunshine, children immediately respond with no, you wear it to keep warm in the winter. The manager and all staff are successful in setting and maintaining high standards. For example, regular monitoring and evaluation has enabled the setting to develop exceptionally well-targeted action plans regarding the outside area. These plans are based on feedback from staff leading to improvements in the outcomes for children. Although evaluation, regarding parental feedback, is something the manager acknowledges requires further development to ensure that outcomes for children are enhanced.

Staff are committed to developing and maintaining excellent partnerships with parents and carers. They are invited to discuss any issues that they have together with the staff and the comprehensive systems for exchanging information with parents ensures that staff are fully aware of the children's routines and preferences with parents being full informed of their children's progress and activities. Regular newsletters, open meetings with key-workers and informative displays throughout the pre-school playgroup are also available for parents and carers. Regular 'activities at home' sheets are also given to parents on a regular basis. These are to give parents further awareness for what their children are going to be taking part in as well as areas they can support their children in, through extending activities at home which they have enjoyed at the group. Staff are caring, they create a highly positive environment where children are happy, secure and confident. They place the promotion of equality of opportunity at the centre of its work and staff pay close attention to enhancing their understanding of

each child's background and individual needs. Actively utilising this information when planning activities. Resources are well-organised and clearly labelled to promote opportunities for children to self-select and make independent choices, ultimately promoting inclusion. Staff are always deployed appropriately to fully support children's individual learning and development and there is a genuine enjoyment of their work observed.

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

The pre-school playgroup is a cheerful, happy and very welcoming setting where every child and parent is very well supported. The children clearly enjoy being at pre-school as they are consistently busy and show excellent concentration and perseverance skills. The excellent planning means that children are offered an exciting and varied range of experiences. These reflect their individual needs, focusing on the six areas of learning incorporate relevant next steps to ensure that they make excellent progress. This is underpinned by practical observation and assessment procedures enabling staff to meet each child's needs in their planning. Staff are exceptionally skilled in encouraging children to join in with activities, whilst offering them sensitive support. This promotes children's confidence as they are eager to explore and are active in their own learning. Children's play and activities are naturally extended because staff always participate at an appropriate level. For example, as children use sand, in specific writing trays, they are supported and encouraged by staff practicing their handwriting skills and encouraged to write their names. Children smile happily as they are praised for their attempts. A further example of children's learning being extended is where they are playing in the very well-equipped outside area. Children are supported in their throwing and catching skills, for example, staff join in with their play and strongly encourage children to try and get the ball into the net. Staff show children how to do things if they are unsure before effectively praising them for trying. An example of this is where children learn to bounce on a space hopper and build their own pirate ship.

Children's development is promoted as staff make optimum use of the children's individual interests and independence when planning activities. For example, children regularly enjoy water play where they use different utensils and resources for pouring and measuring. Children's independence is further extended to allow children to pour their own drinks at snack time, with older children observing and kindly pouring the drinks for some younger children. The excellent use of outdoor facilities means that children are offered a wide variety of additional experiences and choice of where they play, either outside or inside, as both areas are available for most of the session. During snack time, staff and children talk about how they are feeling hot and tired and need a drink after playing in the garden, promoting the children's understanding of how physical activities change our bodies.

Children make firm friends with each other easily, showing kindness towards each other. An example of this is when one child holds hands with another during story time. A further example is as one child selects a dressing up outfit for his friend who at the same time decides to play something different. The child holds onto the

outfit for sometime and his perseverance pays off as the child happily comes over to play thanking the child for the dressing up outfit. All children strive to help staff as well as each other with the promotion of 'superclub' stamps which are used by staff to praise positive reward. Children's behaviour is exemplary and they are gaining an excellent understanding of right and wrong. For example, when using the computers they are aware of turning the sand timer over and know that as the sand runs out it becomes somebody else's turn, without the need to be told. Staff act as excellent role models, remaining calm and consistent, and the children respond positively to this by showing great care and concern for each other. The excellent procedures for working together with parents, carers and others means that children who speak English as an additional language or who have special educational needs and/or disabilities are consistently offered highly appropriate support. Children's self-esteem is very well-promoted because their conversations and contributions are genuinely valued. Children's communication, language and literacy skills are fully encouraged as they enjoy sitting together and listening to stories read by the staff. They have independent access to a wide range of mark making resources and have excellent opportunities for speaking and listening.

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	2

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	2
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	2
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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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