

Lesbury Pre-School Playgroup Limited

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Lesbury Pre-School Playgroup was previously registered in 1993 and re-registered in 2009, to be managed by a limited company, Lesbury voluntary management committee. It operates from a classroom within Hipsburn First School. The setting is registered on the Early Years Register to care for a maximum of 18 children, aged from two to five years. There are currently 24 children on roll. Hours of opening are term time only, Monday to Friday 9am to 11.45 am. On Thursdays a lunch club is operated until 12.45pm, within the adjoining school. The group accommodates children from the surrounding area and all staff hold recognised childcare qualifications, including paediatric first aid certificates.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school and are cared for in a very welcoming and caring setting. The staff team work hard to develop their knowledge and understanding of the Early years Foundation Stage (EYFS) and have a very good knowledge of how children learn and develop. Detailed observations of children are clearly linked to the areas of learning, which staff use skilfully to plan for children's next steps. The partnerships with parents, local schools and other agencies are a key strength and staff members work well to promote a fully inclusive environment.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development
- create a stimulating environment that offers a range of activities, which will encourage children's interest and curiosity in natural and living things.

The effectiveness of leadership and management of the early years provision

Children remain safe and secure in the setting, as staff demonstrate a full understanding with regard to their role in safeguarding children's welfare. An effective child protection policy is in place and includes details of who to contact should they have concerns with regard to the children's well-being. Efficient recruitment procedures ensure appropriate checks are carried out on all staff, to confirm they are suitable to work with children. Comprehensive risk assessments for indoors, outdoors and outings effectively minimise the chance of accidental injury. To further ensure their safety, children participate in road safety activities and take part in fire drills, which teaches them effective ways to keep themselves safe. Very good organisation of the premises and resources ensure that children

access areas safely supported by full supervision of staff. Children move around confidently throughout the provision, making individual and purposeful choices.

An effective system to observe and assess children, to evaluate and monitor their learning needs, has been implemented. For example, staff complete detailed observations which are linked to the EYFS. They record and monitor children's development and identify their next steps of learning within children's individual learning files. Staff work well as a team and regularly meet to identify strengths and weaknesses within the provision. They recognise the importance of continuous improvement and have begun to self-evaluate their provision. Effective systems are in place to obtain feedback from parents, who are regularly consulted, which supports the overall outcomes for the children.

The setting is inclusive and welcoming. Children's work is creatively displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in the world around them. Partnerships with parents are very good. They benefit from the supportive and caring staff team, who keep them fully informed with regard to their children's care and learning. For example, individual written policies are clearly displayed in the reception area, for parents use, as well as an informative notice board. Parents are invited to regular meetings, to keep them fully updated and they also have access to their own children's learning and development files, consequently parents can contribute towards their children's learning at home, from the clear information provided to them. Parents are extremely positive of staff and state, 'they fully support the staff, who provide positive learning experiences for their children'.

Excellent relationships are maintained with the adjoining school. For example, children regularly have the opportunity to join in with the reception class, to ensure their progression and continuity of learning. They have great fun and learning experiences, as they listen carefully to instructions and listen to their heartbeat, as they join in with the physical education session, pretending to be 'jumping beans'. This fully supports their health and well-being, as well as their imagination and creativity. Other opportunities include singing and music sessions and a weekly lunch club. The setting also recognises the importance of working with external agencies and welcome visitors, such as, Senco support workers from the local authority, to provide support and advice for individual children.

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

Children make good progress in their learning and development, due to the effective organisation of the provision and knowledge of staff. They clearly enjoy their time at the setting and are happy to participate in the variety of activities provided. Children relate well towards members of staff, as they confidently approach and initiate conversations with them. Staff respond with warmth and kindness.

An effectively balanced level of adult-led and child-initiated activities are provided,

which provides the children with a real sense of belonging. Staff plan a range of age appropriate activities, building on children's interests and linking in with the areas of learning within the EYFS. For example, children thoroughly enjoy listening to a favourite story. Staff skilfully encourage them to participate and join in, they listen carefully to the words read to them and are able to finish off well known phrases using their knowledge and the pictures displayed. Children have good opportunities to practise their mark making skills, as they select to use crayons, pencils and paint to express themselves. They have great opportunities to develop their creativity and imagination, as they paint the large cardboard boxes, stating they are making 'an army tank' and a 'boat'. They continue to follow the theme of the story read to them, with regard to parties, cakes and parcels, demonstrating joy and excitement, as they present the parcel they have wrapped earlier to the visitor in the setting.

Children are beginning to develop a real sense of responsibility and respect for one another. For example, they state, 'they are all friends at playgroup' and demonstrate this as they embrace one another. Children are making very good progress in their problem solving and numeracy skills. They are becoming aware of space and measure, as they climb in and out of the large boxes and recognise there is just enough room for two of them. Children have great opportunities to practise their counting skills, as they pretend to make cakes and place the pretend candles on them. Staff skilfully encourage them to count out the sticks, matching them up with the fingers they hold up. Children are extremely confident and enthusiastic learners, as they join in with the baking activity. Staff encourage them to develop their communication and language skills, as they describe how the play-dough mixture feels, as well as re-call the ingredients they have used. Children have very good opportunities to develop their information and communication technology skills, as they access a good range of equipment and resources. They display great confidence and are highly skilled, as they operate the computer to play their favourite games.

Children's understanding of difference and diversity is suitably addressed throughout the setting, where children can look at books, displays and access resources. Evidence shows how the setting celebrates festivals and special events. They ensure children learn to value and respect each other's similarities and differences, developing an understanding of the diverse world they live in. However, there are limited opportunities to develop children's curiosity to explore and investigate natural and living things. Good health and well-being are effectively promoted, as the setting uses the detailed information on children's dietary and health needs very effectively. Parents are encouraged to provide children with healthy snacks, which are then shared at snack time to support healthy lifestyles. Staff members are very good role models to the children and reinforce and encourage positive behaviour. They skilfully use verbal and non-verbal praise to encourage the children's good behaviour. The result being that children behave very well in the staff's care and respond positively towards them.

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

| | |
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| 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

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

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

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| 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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