

Nantwich Pre-School Playgroup

Inspection report for early years provision

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Inspector Rachel Ruth Britten

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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

Nantwich Pre-school Playgroup opened in 1966. The setting is committee run and operates from Nantwich Cricket Club situated on the edge of Nantwich. Children are cared for within two rooms on an easily accessible ground floor and have access to a veranda and fenced off areas for outdoor play. A maximum of 32 children aged two to five years may attend the setting at any one time. The setting is open five days a week during term time from 9.15am to 11.45am and also from 1.15pm to 3.45pm on Mondays and Wednesdays. Children attend from the local community and surrounding areas.

There are currently 50 children on roll aged from two to five years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting is able to support children with special educational needs and disabilities and is currently supporting children who speak English as an additional language.

The setting employs seven members of staff including the manager, who is qualified to level 4 in early years. There are four members of staff who are qualified to level 3 in early years and two staff are qualified to level 2. In addition, the setting employs an administrator and receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff fully recognise the uniqueness of each child and successfully support each one to make good progress in their learning and development. They provide well for children with a range of individual needs and safeguard all children generally well. Partnerships with parents satisfactorily cover most necessary areas but partnerships with other providers are underdeveloped. The whole staff group work cooperatively to provide resources and good opportunities for child-initiated play. Good relationships with the parent committee support high standards of review, improvements in organisation and up-to-date practice.

What steps need to be taken to improve provision further?

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

- ensure that there is prior written parental permission for each and every medication before it is administered (Promoting good health). 09/12/2009

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

- introduce more teaching and input from staff, based upon children's home culture, language, experiences and interests and include them more in cleaning, food preparation and safety and hygiene checks, so that their confidence, independence and competence are maximised
- develop closer links with other provisions where children are attending to ensure consistency and complementary care and learning based on children's individual needs
- ensure that the updated policy document contains the full complaints procedure, including how to contact Ofsted, and ensure that necessary contact numbers for safeguarding issues are up-to-date and readily accessible.

The effectiveness of leadership and management of the early years provision

Overall, children are well safeguarded because the setting is well organised and prioritises safety. The long-standing staff team is suitably vetted, qualified, trained and aware that they must disclose anything which could call into question their suitability. They are all confident to implement safeguarding procedures according to the up-to-date policy, but they are unsure of the current contact numbers to use. There are high adult-to-child ratios and all staff are first aid and hygiene trained and vigilant, especially while children play outside. Risk assessments are used to ensure children's health and safety indoors and outside, and local walking trips are undertaken with parental consent. All staff are involved in teaching children how to adopt safe practices balanced with realistic risks, for example, as they use climbing equipment or scissors. They sometimes wash the toys outside or make their own play dough. Each week the rising fives have a baking session. However, children are not routinely included in snack preparation, cleaning or health and safety checks as learning opportunities. Displayed information and the parent prospectus contain up-to-date policies and information about child protection, health and safety and how to complain or give feedback, making the setting's commitment very clear.

The manager is a clear leader and well supported by the parent committee. She is supportive of all staff and has a link with each child and family. Vision and ambition is shared with staff and parents through newsletters, questionnaires, meetings and daily informal contacts. A postcard system welcomes new families and introduces their key worker before the beginning of term to establish the relationship from the outset and the adults complete a starting points assessment together for the child. Parents and carers then come into the setting at the beginning and end of sessions, but there is still too little exchange of information between key workers and parents about children's individual interests, experiences and progress. In addition, prior written permission has not always been obtained for each and every medication administered, despite parents giving instructions. Parents and carers are satisfied with the information they receive about the setting and value the opportunity to give feedback through annual questionnaires. For example, they request more challenge to the rising fives afternoon session, which is being given. However, parents do not routinely see their child's record or regularly discuss next steps plans because files are not always made available for

reference. Working alongside social services, the local school and various specialists, there is a team approach to meeting the individual needs of children and families and promoting equality of opportunity for all. However, this does not extend to ensuring consistency of care and sharing of records and plans with other provisions, such as childminders or nurseries where children are also attending.

The staff and committee make good use of quality assurance documents, such as the Ofsted self-evaluation form, and also new knowledge from ongoing professional training. Clear intentions detailed on the Ofsted self-evaluation form provide a platform for the next parent committee to build upon improvements and easily share the vision for the setting. The implementation of the EYFS and action on matters raised at the last inspection are also beneficial to the outcomes for children. For example, the environment, resources and routine are now very accessible, allowing children to follow their interests, use both rooms and create their own play choices. The setting is warm, light, spacious and well maintained, with welcoming, informative and stimulating displays and posters. Children have good opportunities for active play, although there is only adequate input from staff, based upon children's home culture, language and experiences. However, this does not appear to compromise children's sense of belonging or development of confidence and language skills.

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

Children enjoy their learning immensely and achieve very well in relation to their starting points. This is because the nurturing environment and simple routine provides children with great opportunities to choose play materials and follow their individual learning styles. Staff support children's play with great skill, weaving in each of the areas of learning. On the inspection day, children choose to play on the climbing frame and slide, linking this with pirate and domestic role plays. They enjoy using the computer to make pictures and treasure maps and print them off to take home. Adult led small group craft activities are used to test out children's problem solving, communication, creative and small motor skills. For example, snowman personalised Christmas cards are being made and children work out how many eyes they will need for the two figures and talk about the shapes as they stick and select decorations. Staff are enthusiastic and kind role models, supporting children to choose when they want to come to the snack table and to use the toilet when they need to. Children's health is also well supported through healthy snacks, including fruit and brown toast, milk or water.

Children feel secure and safe in the welcoming, well maintained setting and feel a good sense of belonging, fostered by warm care from staff and good resources. Rising fives enjoy a group music and movement session and practise getting changed into their kit, as they will at school. They enjoy moving like animals and making their sounds and control their bodies in various ways, such as balancing the rings on their heads or shuffling to hold the bean bag between their legs. They role the large dice to see how many jumps they will do and take turns to roll the dice and choose the kind of jump. Children find their name card to self-register when they arrive and put their coats and bags on the pegs. Straightaway, they

choose activities, such as the construction, wooden jigsaws, dressing up or cars. Staff liberally praise and enthuse with them, photographing their achievements for their learning record or the computer slide show. The slide show helps them to remember and celebrate activities they have been doing, especially special events like sports on the field or a birthday.

Adults spend all their time alongside children, showing them how things work, challenging them to think and solve problems for themselves. However, staff do not involve children routinely in cleaning, food preparation and safety checks to build their independence and competence to the maximum. Nevertheless, communication, language and literacy is promoted well, linked with physical and creative activities and knowledge and understanding of the world. For example, children talk together with staff about the seasons, weather and date and what they are going to do today. They look at books in small groups and extend their learning about recycling through stories and discussions relating to their own home experiences. They use cameras, binoculars and magnifiers to examine things and dress in warm coats when the weather is wet or cold. They recycle boxes and tubes to make dens, aeroplanes and marble runs, utilising their creative, team working and problem solving skills and developing knowledge and understanding of the world.

Children behave well together but do not know much about each other's special family and cultural differences. Nevertheless, staff talk with them about home and loved ones regularly as they play. Children's social skills are good because they are respected and given real choice and time to finish what they are doing. Balanced with this are clear and realistic expectations that they will share, take turns, help each other and be kind and responsible in an age-appropriate way.

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

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	3
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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