

Ulceby Pre-School Playgroup

St Nicholas School, Church Lane, Ulceby, North Lincs, DN39 6TB

Inspection date	10/12/2012
Previous inspection date	14/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and they show security in their surroundings as they clearly bond well with their key person.
- Children are content and initiate their own play as they engage in a suitable range of hands-on learning experiences, which cover all areas of learning.
- Children's transition to school is supported well because of the good links created between the setting and the local school.

It is not yet good because

- Children are not always sufficiently challenged to move forward in their development. This is because staff are not always planning a suitable range of adult-led activities to meet children's particular developmental needs.
- Children's safety is not effectively maintained in all areas. For example, although staff risk assess the provision, they have not taken appropriate action to minimise a large hole in the outside fence. The setting's suitable recruitment procedures have also not been effectively implemented to fully ensure the suitability of staff working with children.
- Monitoring of the overall provision is not yet embedded in practice to fully ensure every child is achieving to their full potential. Staff also lack awareness of the roles of the committee which results in the committee and staff not always working effectively together to make future improvements in all areas.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and in the outside play area.
The inspector spoke with the staff and held meetings with the deputy managers.
- Telephone discussions were also held with the manager and the chairperson of the committee.
The inspector looked at relevant documents including a range of planning and observation records. Suitability checks on staff and performance management systems were also scrutinised and the process of self-evaluation discussed.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

Ulceby Pre-School Playgroup is run by a voluntary management committee. It opened in 1997 and operates from a building within the grounds of St Nicholas Church of England

Primary School in Ulceby, North Lincolnshire. The premises are accessible and children are cared for in one main play room. Kitchen, toilet and an outside play area are also available for use.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides a pre-school which cares for children from the age of two-and-a-half years. The pre-school is open term time only. It is open Monday, Thursday and Friday from 8am to 6pm and on Tuesday and Wednesday it is open from 8am to 1pm. The setting also offers a wrap-around care service to school age children, offering before school care from 8am to 9am and after school care from 3.30pm to 6pm Monday to Friday. A holiday club also runs Monday to Friday during school holidays from 8am to 6pm for children aged three to eleven years. There are currently 26 children on roll within the early years age range.

There are six members of staff, including the manager, who work directly with the children. Of these, five hold an appropriate qualification at level 3 and one member of staff is currently working towards a qualification at level 3. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop planning to ensure children are sufficiently challenged and moving forward in their development by ensuring each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities
- ensure all staff working with children are subject to a rigorous recruitment procedure, including obtaining suitable references
- take action to ensure the outside space is fully safe and secure for children, with specific regard to minimising the hole in the perimeter fence.

To further improve the quality of the early years provision the provider should:

- improve monitoring of the provision, including the staff and the educational programmes, to ensure every child achieves to their full potential; and ensure staff are more aware of the roles of the committee to fully develop a culture of support, team work and continuous improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are content as they happily engage in a suitable range of child-initiated activities. Staff engage in the play experiences of some children, asking appropriate questions as they play. This provides these children with adequate levels of support and promotes their communication skills. However, staff are not effectively planning a suitable range of adult-led activities in line with all children's developmental needs. Therefore, children are not always sufficiently challenged to move them forward in their development. For example, a small group of girls play together for the whole session, without the support or involvement of the staff. Whilst these children use their imagination as they play cooperatively together, they receive very little challenge from staff as there are no adult-led, purposeful learning experiences specifically provided for them. During the daily routine, staff provide some adult-led activities during large group time. Children are encouraged to speak out during news time and they also count how many children are present. At the end of the session children enjoy sitting and listening to stories, often recalling key phrases from the story. Children sing a range of number rhymes, where the use of props maintains their interest. However, these activities are planned only as part of the daily routine and not in line with children's developmental needs. For example, children only count to five during the number rhyme activity, which provides little or no challenge for children who have already reached this level in their development.

Parents are encouraged to share information from home about their child's starting points and continuous development. Staff use this information within their ongoing observational assessments to identify children's progress across all areas of learning. Parents are kept appropriately informed of the children's achievements through the use of a regular summary report form. Staff are continuing to develop a specific progress report at age two, to share with parents. This will enable staff and parents to work closely together to ensure even the youngest children are making expected levels of progress.

Children use crayons and make marks on paper as they play in the home corner. During activities children are also encouraged to write their own name onto their picture, with a few children confidently writing recognisable letters associated with their name. Children are provided with free access to outside play during the session. Most children opt to play on the ride on toys and resources during outside play or to play in the sand. Although children have fun as they play outside, activities are again not planned to provide them with sufficient levels of challenge. Staff are continuing to develop the use of the outdoor play space to ensure children make better use of a further range of toys and resources.

The contribution of the early years provision to the well-being of children

Internal space and resources are organised well to create a welcoming environment where children freely access a developmentally appropriate range of toys and resources. The effective key person system enables children to form secure attachments with staff,

resulting in children feeling settled and secure in the provision. For example, all children separate from their main carers with ease as staff warmly greet each child as they arrive at the provision. A new child's confidence is continuing to develop as he regularly seeks out his key person during the session. His key person provides him with the necessary reassurance and support he needs, which allows him to feel secure as he goes off to play. Staff gather appropriate information on children's individual likes, dislikes and routines, which enables them to respect and cater for children's specific needs. Younger children often play alone, whilst showing interest as they watch other children's play. Older children often play cooperatively together as they socialise well with their peers. Children's behaviour is good, with regular praise and encouragement offered to promote their self-esteem.

Children are encouraged to play safely and to develop their personal independence in some areas. For example, children are beginning to recognise when they need a tissue to wipe their nose, with staff then encouraging them to wash their hands to minimise the risk of the spread of infection. Children's awareness of developing a healthy lifestyle is also appropriately promoted through the provision of healthy snacks and free access to outdoor play opportunities. Children are provided with some good first-hand experiences, which promote their awareness of safety. For example, during a topic on 'People who help us', children had great fun exploring the police helicopter. However, staff are not always actively promoting positive safety messages with children as potential hazards have not been sufficiently minimised in all areas, for example, the fenced perimeter.

Children are well prepared for the next stage in their learning as staff work closely with the local school. This eases the transition process when children move up to school. For example, children regularly visit the school to watch school performances. The reception class teacher also visits the setting, spending time getting to know the children during the first term and then prompting their development during the second term when she introduces them to phonics. The whole process helps children to become familiar with the school and the class teacher, developing their confidence before they actually start at school. Link books are used to share appropriate information with all providers where the care of children is shared. This helps to promote continuity of care for these children.

The effectiveness of the leadership and management of the early years provision

The committee and staff have a, generally, satisfactory awareness of their roles and responsibilities. However, the lack of effective monitoring and evaluation of the provision, and opportunities for staff development, creates barriers which hinder continuous improvement being made. For example, staff are not fully aware of the roles of the committee, resulting in the committee and staff not always working effectively together to make improvements to children's care and learning. The educational programme is also not robustly monitored to fully ensure every child achieves to their full potential.

Children's health and safety is promoted in some areas. For example, staff are

knowledgeable about child protection procedures and sufficient staff hold current paediatric first aid certificates to maintain children's well-being. However, although the setting is securely maintained and staff risk assess the provision, potential hazards have not been sufficiently minimised in the outside area. For example, although children are supervised during outside play, the area is not fully secure because a large hole in the fence has not been effectively closed. Also, although suitable recruitment, vetting and induction procedures are in place, these are not always strictly implemented to fully ensure children's safety is protected. For example, although the setting completes enhanced Criminal Record Bureau checks on staff, they fail to obtain reference checks on these staff, to fully ensure children are cared for by a suitable, qualified staff team.

Staff work in partnership with parents and carers to ensure children's individual care needs are met. Information is continually shared and exchanged about children's routines, activities and progress, which appropriately promotes an integrated approach to children's care and learning. Parents comment positively about the setting, stating their children are happy and enjoy attending the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children (Suitability of persons to care for, or be in regular contact with, children) (both parts of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (both parts of the Childcare Register).
- take action as specified above (Suitability of persons to care for, or be in regular contact with, children)
- take action as specified above (Suitability and safety of premises and equipment).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	205723
Local authority	North Lincolnshire
Inspection number	893489

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Ulceby Pre-School Playgroup
Date of previous inspection	14/06/2010
Telephone number	01469 588861

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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