Fountains Playgroup and Pre-School

Inspection report for early years provision

Unique reference number	400414
Inspection date	09/09/2010
Inspector	Pauline Hilling-Smith
Setting address	Fountains Children Centre, Fountains Community Primary School, Grantley, North Yorkshire, HG4 3PJ
Telephone number	01765 620019
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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Fountains Playgroup and Pre-School was registered in 1995. It operates from Fountains Children's Centre within a portakabin in the grounds of Fountains Primary School, in the village of Grantley near Ripon. It is managed by a voluntary committee. The children have access to an open-plan playroom, with toilet facilities, kitchen facilities and a quiet room adjacent. To the rear of the playroom the children have access to a fully enclosed outdoor play area. The setting operates term time only on Wednesday and Friday from 9.00am to 12.00pm and on Monday, Tuesday and Thursday from 9.00am to 3.25pm.

The setting is registered to care for a maximum of 21 children and there are currently 22 children on roll aged from two years to under five years. This includes 13 children in receipt of funding for early years education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities.

There are five members of staff working with the children. All have appropriate qualifications. The manager has a Foundation Degree in Early Years, three of the staff have a qualification at level 3 and one member of staff has a qualification t level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall in the setting because their needs are met well. Each child is seen as a unique individual and the experience for each child is based on this knowledge. Children are kept safe and routines are planned well and understood by the children. Learning experiences are exciting and varied and engage the children well. The provision has good capacity to improve based on clear self evaluation, the good quality training staff receive and the way they put this into practice.

What steps need to be taken to improve provision further?

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

- develop and monitor planning to ensure that all children receive sufficient opportunities in all aspects of all areas of learning over time.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are robust and updated regularly. Risk assessments and other records are kept carefully and evaluated to inform continuous improvement of the provision. Vetting and recruitment procedures ensure that

those caring for children are suitable to do so. Staff understand the procedures for maintaining the well being of all children and are up-to-date with current child protection guidance. The vision for the setting is understood and shared by all staff who meet regularly to review plans for improvement and update policies and systems. Staff are well trained and use their knowledge of the early years to good effect. Children's starting points are clearly identified when they start in the setting and they learn and develop well because experiences are carefully planned based on the individual needs and interests of each child, covering the areas of learning. However, the management's monitoring of planning does not currently inform staff whether all aspects of each area of learning are covered sufficiently by all children over time.

Resources are used well and outdoors resources are chosen to withstand weather conditions so that children can continue to play outside during most weathers. Since the last inspection the setting has taken effective steps to include parents to a greater extent in self-evaluation. This has been done verbally and through questionnaires. The setting has good links with the local authority and has completed a number of quality assurance modules. Links with other agencies to support children with special needs are strong. Partnership with the host school is good and information is shared effectively to support transition. Outstanding support is given to children with additional needs to ensure their ability to access all areas of learning is supported very well. The setting celebrates diversity through a range of exciting experiences, for example, looking at countries around the world. Engagement with parents is positive and parents are very complimentary about the work of the setting. For example, one parent said that there was never a problem because any issues had been thought about before they became problems. Information about the setting and children's progress is effectively shared with parents through regular verbal exchange, the notice board and prospectus.

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

Children make good progress as they spend their time choosing and enjoying a wide range of exciting learning experiences. Children have a good sense of belonging as they see their names when they come into the setting and they feel included when they see photographs of themselves rolling round on the computer screen saver. Relationships are warm and caring and the children know what to do and where to go if they need help. Children are encouraged to be adventurous outside but they know, for example, that they should not climb the wrong way up the slide. Children show a good awareness of what a healthy drink is and they pour their own milk or ask for water. Older children wash their hands before and after snack without prompting. Children choose what they want to do and quickly get started. Activities sustain their interest well. Children are resourceful and inquisitive in their play and discuss with adults and friends what will happen if they do certain things. For instance, they know that if they hit the ball hard, it will go over the fence.

Areas of learning are provided for both indoors and outdoors and planned activities

complement each other based on the current theme or topic. This gives children a breadth of choice in where they learn. For example, after a group activity children can choose to play indoors or outdoors, or have snack straight away. Different additional resources are provided on a regular basis, related to the current planned theme. Other equipment is presented in an unusual way such as the suspended pans which children bang to make a rhythm and sing along to. They concentrate well as they use chop sticks in spaghetti which develops their dexterity. Staff build each child's confidence particularly well and give everyone the appropriate support to maximise their inclusion. Children learn about their own needs and wishes through empathising with the needs of a special doll, Katy, who is included on the register. Staff use questioning very effectively. They take every opportunity to encourage the children to ask questions and then they use full explanations to prompt an action or further questions. For example, when two children compared the sizes of the racquets they were using staff ensured that the children understood big, bigger, same size and smaller. During morning registration children learn to count how many children are present as a member of staff indicates to each child. Most children count confidently to four and show four fingers to represent the number. Some children can identify that the butterfly they are about to paint on one side and fold over will have the same pattern on both wings and use mathematical language, such as 'symmetrical' to describe the pattern. The experiences they receive provide a good foundation for future learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	2
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

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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