

# Pilton Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	142986
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Michelle Tuck
<b>Setting address</b>	Methodist Hall, Top Street, Pilton, Shepton Mallet, Somerset, BA4 4DH
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Pilton Playgroup opened in 1966 and is situated in the Methodist Hall in the village of Pilton, Somerset. The playgroup is registered on the Early Years Register. There is level access to the building, which has accessible toilet facilities. There is a secure area to the rear of the property to facilitate outside play.

A maximum of 17 children may attend the playgroup at any one time. The playgroup is open Monday, Tuesday, Wednesday and Friday from 09.15 until 13:00. There are currently 13 children on roll, all of whom are in the early years age group.

The playgroup is run by a committee of parents, who employ three members of staff. All of whom have an early years qualification or are working towards one.

## Overall effectiveness of the early years provision

Overall the quality of provision is good. Children are happy, settled and well cared for by a dedicated team of staff who have a good understanding of children's individual needs, and ensure the provision is inclusive. Good leadership and organisation contributes to ensuring that children enjoy their time in the playgroup, and children are progressing well in their learning and development. The staff team demonstrate a strong commitment to improvement and regularly reflect on their own practice in order to identify ways to improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- make drinking water more easily accessible to children
- carry out regular staff appraisals

## The leadership and management of the early years provision

The staff are supported effectively by a strong committee of parents, who help to ensure the smooth running of the playgroup. Robust recruitment and induction procedures ensure that children are cared for by appropriately vetted and qualified staff who are familiar with the range of policies and procedures that are in place to underpin good practice. Overall, the playgroup's routines and activities support children in accessing interesting and challenging activities, whilst responding to their individual needs and interests.

There are effective procedures in place to evaluate the service provided, which include providing parents with questionnaires. Staff enthusiastically seek training and also liaise with other professionals, to ensure they are all working together to

safeguard children. However, there are no formal systems in place to identify the training needs of staff or monitor professional development. Good deployment ensures that children are well supervised and supported. The manager provides effective leadership, linking closely with the committed team of staff to communicate ideas and promote children's welfare and development. The systems in place for self-evaluation are developing well and used effectively to identify areas to improve upon.

The playgroup has established very good partnerships with parents through effective communication. Staff are available for discussion at the beginning and end of the day and also provide written information about the planning and operation of the setting. The well-organised environment successfully promotes children's independent learning. For example, children use the bathroom independently, they pour their own drinks at snack time and easily access age appropriate resources, which ensures all children can freely make choices about their play. The key person system works well; staff know children's particular needs and interests which makes children feel comfortable, settled and secure.

## **The quality and standards of the early years provision**

Children are confident and happy in the playgroup environment and quickly settle in to the daily routines. They have regular opportunities to play outdoors where they enjoy fresh air and exercise. For example, they like to ride around on their wheeled toys and also enjoy initiating a range of play activities, such as 'What's the time Mr Wolf?' Children learn the importance of good personal hygiene and staff generally implement a range of effective procedures throughout the playgroup to maintain cleanliness. Although drinking water is available throughout the session it is not easy to access for some children as it is placed on a high windowsill.

Children have good opportunities to initiate their own play and demonstrate positive attitudes towards learning. They independently select resources and use them to develop interesting play activities. For example, children use dressing up and role play equipment to develop imaginative games, they develop keyboard and mouse skills as they access computer programs and they enjoy sessions of yoga, listening carefully to instruction. Staff interact well with children to support their learning, using daily routines, such as circle and mealtimes to develop independence, self-esteem and awareness of sounds and letters. For example, children find their name on the table at snack time and staff praise children for saying 'please' and 'thank you'.

Comprehensive observational assessments are in place to effectively monitor children's ongoing progress and development. The planning systems in place fully support child-initiated learning and further children's experiences as individual interests are planned for effectively. Children's individual work is valued and displayed for parents to see, which helps children develop a sense of belonging. Children are generally well behaved and cooperative, they happily find a job to do helping each other during tidy up time.

Children are independent learners as they engage in a balance of free-play and structured activities throughout the session. All children are developing a love of books as they choose a book individually or enjoy listening to the group story. Children's language is promoted well, sensitive interaction by staff and regular singing encourages the new or younger children to extend their vocabulary. Children use their imagination well, they have fun re-enacting 'the bear hunt' story, with their Wellington boots on, they move through trays of mud and water to really become a part of the story.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.