

# Milverton Community Playgroup

Inspection report for early years provision

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**Unique reference number**

EY371388

**Inspection date**

09/10/2008

**Inspector**

Joyce Bowler

**Setting address**

Milverton Community Primary School, Milverton, TAUNTON,  
Somerset, TA4 1JP

**Telephone number**

01823 400439

**Email**

office@milverton.somerset.sch.uk

**Type of setting**

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**

Milverton Community Playgroup was first established in 1974 and moved to new premises within Milverton Community Primary School, Somerset, in 2008. It is a committee run group which serves the local community and surrounding villages. The group have use of the left-hand side of the Elliott building which includes adjacent toilet facilities. They also have use of school facilities, such as the hall and the playground. There is a fully enclosed area for outdoor play. The playgroup is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are 40 children on roll currently. The group is open from 09:00 until 15:00 during term times only. There are four members of staff working regularly with the children, all of whom have an appropriate early years qualification. In addition, there are five qualified relief staff members.

## **Overall effectiveness of the early years provision**

The effectiveness of the playgroup in meeting the needs of the children attending is satisfactory overall. The group has recently moved to new premises and is undergoing a change in staff and a review of the operational plan and all documentation. This means that while children's safety and welfare is given adequate priority and children are happy and settled, there are some areas which remain to be established fully. Children have formed good relationships with staff who are working well with parents and carers to ensure that children's individual needs are met, although there are some inconsistencies in the written assessments used to inform planning. The group are aware of the need to monitor their practice in order to self evaluate the effectiveness of their provision but this is still in the early stages.

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

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

- review the organisation of indoor space and regular routines to provide children with good access for safe, free movement and well spread activities
- establish the observational assessment system fully in order to ensure that plans meet children's individual needs
- further develop the system for recording the pre-schools' ongoing commitment to improve with particular reference to formal risk assessment
- improve the registration documentation and procedures to ensure that they meet the requirements of the emergency evacuation procedure and are correct at all times

## **The leadership and management of the early years provision**

The committee understand their roles and responsibilities and are ensuring that all staff are vetted and suitable to work within the group. The Chair is proactive in

working with both the staff group and the school representative as part of the Early Years Foundation Stage working agreement to ensure a clear and consistent approach to the delivery of the early years principles between the playgroup and the reception class. A meeting has been booked with the childcare advisor in order for the group to become familiar with a formal written self evaluation procedure and to implement improved monitoring of the group on a regular basis once the new supervisor is in post.

Monitoring is largely informal currently and not yet fully effective. For example, there is a lack of detail in the overall written risk assessment although daily checks are made and recorded in the diary. Further planned self evaluation includes a review of policies, procedures and all the playgroup documentation that makes up the operational plan. It is evident from staff meeting minutes that the current staff team are aware of the need to monitor the day to day provision and they do feedback to the Chair and committee. They have identified some problems arising from moving to a smaller premises and are applying for funding to purchase a purpose built nappy changing station which will enable mobile children to access it safely, thus protecting staff from back injury. However, they have not yet adjusted the amount of furniture or the layout to suit the needs of all children attending.

A safeguarding policy is in place and this includes what to do in case of an allegation made against a member of staff. Staff have a copy of the Local Safeguarding Children's Board handbook and all procedures are shared with parents when their child joins the playgroup.

Parents are welcomed into the group and they receive plenty of relevant information verbally at drop off and collection times, on notice boards and in newsletters. They are informed of their child's key person and may request access to their child's progress and assessment records. Staff are changing the storage system currently to improve both accessibility and the quality of records kept. Parents are invited to help at the group on a rota basis and the uptake for this is very good.

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

Children benefit from a broad curriculum which enables them to learn through play. They are able to self select from a variety of resources and activities, both indoors and out, which provide valuable opportunities to work towards the early learning goals. Staff plan some activities around themes such as 'getting to know each other' and 'we are all different but all the same'. They are currently concentrating on settling new children into the group and introducing older children to the new play room and garden. This is working well and children are becoming familiar with routines and where resources are stored. On arrival they self register, at circle time they sit together and sing their good morning song and at tidy up time they are learning to join in. They are using their 'listening ears' when listening to staff and their friends as well as having the confidence to join in with chat and discussion. During snack time they enjoy hearing about a visit to Disneyland where one of the playgroup children met Mickey Mouse and they are able to share their knowledge of other characters in Disney films in a lively discussion. Staff intend to improve the

provision for inclusive practice by attending training on sign language and using better signage in the room. Children are growing in independence by taking responsibility for their own needs when getting a drink of water, going to the toilet and choosing what to play with. They are learning about number, shape and the world around them during play and via planned activities such as going for a nature walk. Children are able to celebrate events such as birthdays, holidays and the changing seasons and are provided with resources that are relevant to the locality and their lifestyles, for example, extra toy farm animals and model farm machinery. They play well together and benefit from being allowed to finish what they are doing before moving on to circle time or tidying up. Staff use sensitive behaviour management strategies which foster a harmonious atmosphere. Children respond well to this caring and gentle approach and are learning to join in well as part of this friendly group.

It is evident that the assessment records are not used consistently for all children and therefore do not provide sufficient information for staff to tailor the planning for individuals. The written plans include space for staff to note ideas or activities for specific children and some use is made of this but it does not cover the whole group of children who attend. Some children's Pathways assessment files have not been updated since the end of last term and therefore it is not yet possible to plot their progress effectively.

All areas of learning are integrated within the daily mix of routines and play. However, the current layout of the room does not always enhance children's opportunities to enjoy all the routines or to play safely at all times. There is too much furniture and equipment in the room and some chairs are too large. The group does have smaller chairs in storage which they intend to use soon. Some activities do not run smoothly as the room is not used to its best advantage. For example, before lunch time the area used for quiet story time is by the door, enabling children to become distracted by staff getting lunch boxes. Staff do not prepare the tables for lunch in good time after messy play and the floor is still wet when children are going to wash their hands which results in a slipping hazard. Staff promote healthy eating and a healthy lifestyle for children. They ensure that toileting and nappy changing procedures minimise the risk of cross contamination, complete all accident and medication records appropriately and give children good access to outdoor play and fresh air. Staff are compensating well for the delay in having the canopy and garden surface finished properly and use the school hall and grounds for energetic physical play and walks.

Policies and procedures which promote and protect children's welfare are in place and currently under review. However, the systems for recording children's attendance are not sufficient for use during an emergency evacuation procedure. The register does not contain contact details for parents and carers and staff do not transfer records routinely from the parents' separate signing in files to the central attendance document. The premises security is adequate and includes a fenced garden area, a security coded entrance pad to the room plus good visual access to any visitors approaching. The playgroup is on a school site and staff are not always informed of visitors or maintenance personnel who may be on the premises.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*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>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

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

### Quality and standards

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

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**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.