

Kingfishers Playgroup

Inspection report for early years provision

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EY369738

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Inspector

Jenny Read

Setting address

Kingham Cp School, The Green, Kingham, CHIPPING
NORTON, Oxfordshire, OX7 6YD

Telephone number

01608 659 502

Email

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

Kingfishers Playgroup opened in April 2008 when it re-located from Churchill Playgroup where it had been in operation since 1972. It is a charity and committee run group that operates from the primary school in the rural village of Kingham, near Chipping Norton. The playgroup primarily serves children from the local community and surrounding villages. The playgroup has sole use of a purpose built play room, connected toilet facilities and enclosed outdoor grassed play area accessed via a sloping ramp. The playgroup shares use of the kitchen and has sole use of the covered outdoor veranda during opening hours. The playgroup, at times joins in with the reception class.

The playgroup is on the Early Years Register and is registered for 24 children from two years to the end of the early years age group at any one time. There are currently 35 children on roll, of these, 27 children receive funding for nursery education. The playgroup is open each weekday from 09.00 to 12.00 during school terms. The playgroup employs seven staff, five of whom hold childcare qualifications to Level 3 or above.

Overall effectiveness of the early years provision

Children play in a vibrant and stimulating environment where staff foster positive relationships with every child and family, which helps children gain a strong sense of themselves and as part of the playgroup. Children's welfare is promoted well and they are making generally good progress in their learning. Planning is securely based on observation but not on assessment, which means that staff do not always plan appropriate learning experiences to challenge children and help them move onto the next steps in their learning. Staff link very well with parents and other agencies regarding support for children with learning difficulties and/or disabilities to enhance their experiences and promote inclusion. However, this is not consistent for all children to ensure there is continuity in their learning. The management are key in driving improvement and act promptly to ensure outcomes for children are continually improved and are currently looking at purposeful ways to involve staff, parents and children in the monitoring and evaluation process to support their commitment to the children.

What steps need to be taken to improve provision further?

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

- ensure the accident record contains all the necessary details to promote the good health of children
- instigate and maintain a regular two-way flow of information where children receive education and care in more than one setting in order to build communication links and promote their welfare and learning needs
- continue to develop the planning to ensure children are involved and their next steps inform planning to meet their individual learning and development needs

- ensure on-going assessments of each child's achievements, interests and learning styles form an integral part of planning in order to track their progress more efficiently and plan for their next steps
- share and report children's on-going progress and achievement to parents throughout the Early Years Foundation Stage and ensure they are meaningfully involved in the planning and assessment process.

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

- up-date the complaints policy and ensure the safeguarding children policy includes all the required details (safeguarding)

05/01/2009

The leadership and management of the early years provision

The professional and positive staff team are very motivated and have established a very attractive and child-friendly environment that successfully promotes children's independence and welfare. Areas of learning are well organised and resources are appropriate, well-maintained and accessible for all children giving them confidence to explore and gain a positive sense of well-being. Children's welfare is supported through the key person system, together with staff's sound understanding of child development, generally good knowledge of the Early Years Foundation Stage and effective deployment. However, current planning systems are complex and methods to share information obtained through observation about their key children to inform planning are insecure. Although children are making generally good progress in their learning, the high quality activities and learning experiences do not fully support children's interests and next steps in their learning.

The resourceful and competent committee and management team take an active part in supporting the staff, parents and the setting to encourage positive outcomes for children. Rigorous systems to ensure that all the required documentation, policies and procedures are in place, up-to-date and contain sufficient details are currently not effective. Subsequently, the complaints and safeguarding policies and the accident record do not contain accurate details to inform parents and staff. The playgroup is committed to ensuring that the service is inclusive for all children. The member of staff responsible for special educational needs has attended extensive training and works closely with parents and other agencies to support children's individual needs. However, links with other settings that children attend within the Early Years Foundation Stage are yet to be applied.

The managers and staff show commitment to the development and continued improvement of the playgroup provision. A recent example has been initiating closer links with the adjoining reception class, particularly for outdoor planning, with a view to extend the links throughout the year to provide more flexible learning experiences for children and support their transition into school. Current systems to monitor further aspects of the setting are not sufficiently robust to identify all gaps and ensure all staff, parents and children are fully included.

Although there are plans to implement staff meetings and peer observations to monitor and analyse practice to help drive practice forward. Good and effective use is made of the risk assessments staff undertake to ensure children are safe. Staff have clear knowledge of safeguarding children and of their role and responsibilities in reporting concerns.

There are a number of useful opportunities for parents to share relevant information with staff, for example, through parent helper duty each term and daily informal discussion to enable them to purposefully meet children's individual needs. Sufficient information is shared with parents on the small notice board, such as, the complaints poster, termly newsletter and a brief weekly overview of the activities. Also displayed around the room are informative cards outlining key elements of learning. However, little information is shared with parents about their children's on-going learning and achievement and how they can effectively support their child's learning at home.

The quality and standards of the early years provision

Children are happy and settled and eagerly participate in a broad range of stimulating activities that are on offer for sustained periods. Staff are aware of their key children's needs and offer support and assistance appropriately, whilst effectively encouraging their independence with tasks, such as, toileting, hand washing and putting on their own Wellington boots. Many children are learning to pour their own drinks at snack time and some staff introduce counting of cups at snack time to informally introduce numbers during daily routines. More able children count the knives, forks and spoons at the maths table, however, few are able to recognise numerals beyond 3.

Planning systems to support children's learning are evolving and methods to include all staff and children in the planning process are being reviewed. However, the learning intentions are not currently drawn from children's next steps and summative assessments are not in place. Through good observational skills staff are aware of their key children's needs but the lack of assessment is hindering staff from effectively tracking children's progress to ensure focus of activities is purposeful. Consequently, a formalised system to share information with parents about their children's on-going progress is still to be refined and formalised to ensure they can regularly contribute and add to their child's record.

Children are learning to control and manage their own behaviour as staff nurture and support their emotional well-being, provide clear explanations and manage their behaviour positively and with sensitivity. Children gain confidence as they select where they wish to play: assertively choosing to make music with the instruments; making patterns with the vehicles in the paint or being imaginative in the water on the superb covered outdoor veranda. Staff utilise this area well, effectively bringing the indoor learning out to integrate and enhance children's experiences, enabling them to make choices and explore freely. Children move with confidence and demonstrate control and skill as they balance, climb and take risks safely when using the small and large equipment.

Security measures are robust and management very quickly respond to any issues to promote safety within the setting. A recent example has been introducing a daily register to help children respond to their name when staff identified during a recent fire practise they were not able to do so. However, only practising the escape plan once a term means a number of children gain little or no awareness of how to keep themselves safe in an emergency.

Children access high quality resources, including different footwear in the shoe shop that brings their imaginative play to life. They use pretend money to extend their play further and staff support their play by introducing a narrative to extend their own first-hand experiences. Staff plan innovative activities to support children's early writing skills, such as following patterns with conkers and making shapes and letters in the glitter, although staff rarely ask children to make their own marks to represent their names on their pictures. Children question and share ideas and respond to some useful questioning from staff, although this is not consistent to effectively challenge children's learning. Children are extremely competent in using everyday technology to support their learning and economic well-being, independently changing the story or music disc and confidently pressing the correct button when the music gets stuck.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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

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 in order to meet the welfare requirements.

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.