

Leegomery Under Five's Playgroup

Inspection report for early years provision

Unique reference number	208221
Inspection date	01/10/2008
Inspector	Mary Anne Henderson

Setting address	Leegomery Community Centre, Leegate Avenue, Leegomery, Telford, Shropshire, TF1 6NA
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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*.

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

Leegomery Playgroup opened in 1991. It operates from the Community Centre in Leegomery in Telford. The playgroup uses the main hall and the adjacent room and is easily accessible to all. The playgroup operates term-time only from 09.30 to 12.30 Monday to Friday. There is an enclosed outdoor play area.

The playgroup is registered to provide care for 24 children from two years to under five years. There are currently 26 children who are within the Early Years Foundation Stage (EYFS), of these 18 are funded three and four year olds. The playgroup is registered on the Early Years Register. They support children with learning difficulties and/or disabilities and children for whom English is an additional language.

The playgroup employs five members of staff who work with the children. Of these, four hold appropriate early years qualifications and one is working towards a recognised qualification. The playgroup receives support from the local authority.

Overall effectiveness of the early years provision

Leegomery Playgroup provides effectively for children in all aspects of the Early Years Foundation Stage (EYFS). Staff know the children well and ensure activities are suited to their individual needs. The environment is organised so that the children can help themselves to resources. There are satisfactory systems in place to evaluate what the playgroup offers and their future plans. There are positive relationships with parents, carers and other settings that the children in the EYFS attend. This ensures children's individual needs are effectively met.

What steps need to be taken to improve provision further?

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

- develop the involvement of parents and carers and members of the committee in the evaluation of your practice
- develop proactive ways of sharing developmental records with parents and offer support for extending children's learning in the home
- ensure children's information records include the named person with parental responsibility for the child and any legal contact issues
- review the pre-school routines to ensure there is a balance of adult-led and child-initiated activities delivered through indoor and outdoor play
- develop the systems to link observations to planning to ensure children's individual learning and developmental requirements are identified and met.

The leadership and management of the early years provision

Documentation is satisfactorily maintained. However information about who has parental responsibility is not effectively recorded. Information on children's individual needs is sought and acknowledged by the staff. For example, specific dietary needs are recorded and staff are made fully aware to ensure children's health and well-being. Required policies are displayed effectively for parents on the notice board. Safeguarding policies are reviewed and drawn up by all staff which ensures staff knowledge is sound and that the children are protected. The children are further safeguarded through sound recruitment and vetting procedures which ensure staff are suitable to work with the children. There are effective risk assessment systems in place for premises, toys and equipment and for all outings undertaken. Staff check all areas before the children arrive and the premises are secure at all times.

Staff have begun to work on systems to monitor and evaluate the provision to help make improvements where necessary. For example, the staff group have begun to complete the Ofsted self-evaluation format. However, stakeholders such as parents, carers and committee members are not yet meaningfully involved in the processes to identify strengths and possible areas for improvement. Children are observed as they play and planning is in place to include all areas of learning. However, staff have not yet developed effective systems to link observations to the planning to ensure children's individual needs with regard to learning and development are identified and fully met. The playgroup staff are committed to improving their skills and underpinning knowledge. They attend regular training as provided by the local authority, for example, they have attended much of the Early Years Foundation Stage (EYFS) implementation training and most staff complete core training as it arises. Most staff are first aid qualified.

The staff have developed positive relationships with the parents and their children. Parents receive information about activities and fund raising events through regular newsletters. The notice board also keeps parents informed. For example, the staff display a range of policies, inspection reports, key worker information and information about the newly implemented EYFS programme. There are satisfactory links with others involved in the EYFS to ensure children's individual needs are planned for across the differing provisions that the children may attend. For example, key workers exchange two-way information with childminders and reception teachers ensuring all parties are aware of individual children's learning and welfare needs.

The quality and standards of the early years provision

The children are provided with a range of activities which help them progress in all areas of their learning and development. Children can access the range of resources easily as they are labelled and low-reach which encourages their independence. Children sit and concentrate during story times and can predict the story ending. They enjoy playing imaginatively in the shop play area where they buy fruit and vegetables using pretend money. Children enjoy moulding and cutting dough, gluing and sticking materials and vegetable printing with paints which extends their imagination and promotes their physical development. They independently use the toilet and are able to take off and put on their own clothes and shoes during P.E.

time. The children are well behaved and have regard for their peers and the staff caring for them. The staff praise children throughout the session thereby promoting their behaviour and raising their feelings of self-worth. There is evidence of children's work on display which promotes their sense of belonging. Children work together well during tidy up time when they carry boxes across the hall in two's. The children enjoying finding out about the world around them. They explore a range of festivals through visitors, art work, dressing up, stories and small world play, books and food tasting. Children have opportunities to develop their physical play through outdoor and indoor play. They enjoy riding their trikes in the outdoor play areas, going on local walks to places of interest such as local farms to visit the animals. They enjoy movement to music as they listen to audio tapes. Puzzles, construction and mathematical resources all help to support children's problem solving skills. The children are effectively developing their skills for the future. For example they have access to the computer supported by the staff thereby increasing their understanding of technology. Children are provided with adult-led and child-initiated activities. However, the playgroup routines do not always ensure a good balance between both adult-led and child-initiated play times.

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.	Satisfactory

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?	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

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.