

Tansor Playgroup

Inspection report for early years provision

Unique reference number	220301
Inspection date	08/01/2009
Inspector	Clare Elizabeth Pook
Setting address	Tansor Village Hall, Main Street, Tansor, Northamptonshire, PE8 5HS
Telephone number	07718288477 R Fitch
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Tansor Playgroup opened over 40 years ago and operates from the main room in a village hall. It is a committee run group and is situated in the village of Tansor, Northamptonshire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:15 to 12:00 during school term times. The setting is registered on the Early Years Register and provides care for children aged from two to five years. There are currently 26 children on roll.

Children have access to both a grassed outside play area and a hard surfaced playground. Children attend from the local area. The pre-school has appropriate systems in place to support children with learning difficulties and/or disabilities. The premises are accessible and have a disabled toilet. The playgroup employs five members of staff. Of these, four hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are making good progress in the Early Years Foundation Stage (EYFS). Both children and parents are greeted by friendly staff and children settle well on arrival each morning. Children's uniqueness and individual needs are respected and valued. The staff and committee work well together identifying strengths and areas for improvement through an effective system of self-evaluation. Good progress has been made since the last inspection and the staff team are committed to improving outcomes for children further.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals
- develop the system for induction of new staff to help them understand how the provision works and their role within it
- develop ways in which to support and extend specific areas of children's learning particularly within the area of communication language and literacy.

The leadership and management of the early years provision

The pre-school has effective systems in place for keeping records and maintaining necessary documentation. Staff are suitably qualified and experienced. Robust recruitment procedures are in place, however, the induction process does not fully cover all necessary aspects to ensure new staff are familiar with the running of the group. Staff are committed to training and have undertaken recent courses, such as safeguarding children and EYFS training. Additional training has been identified for later this year. The staff and committee work well as a team, together evaluating and monitoring their practice so that outcomes for children are

improved. Staff have effectively addressed the weaknesses made at the last inspection, which has a positive impact on children's welfare and learning.

The staff organise the room well enabling children to explore a full range of exciting activities covering the six areas of learning. Children are able to self-select some additional resources as they choose. For example, using wool to add to their Plasticine creations or using different materials when creating their pictures. Staff are skilled in adapting the routine to meet the needs of the children, for example, introducing outdoor play later on during the session so as not to disturb children engrossed in their play. Children have time each day to gain fresh air and play outside negotiating through the maze, balancing on beams or developing their climbing skills.

Parents are made to feel welcome in the setting and allowed to stay during registration to help settle their children. Children are content and soon separate comfortably from their carers. Parents are provided with comprehensive information about the setting including information on the EYFS. Parents are actively encouraged to be involved in their child's learning. For example, making observations at home which are used to contribute to their child's learning records or placing notes on the 'achievement tree' to share with staff and their peers. This contributes positively towards their sense of belonging. Parents' views are sought through questionnaires and consultation meetings. These are valued and considered when staff evaluate their practice.

Children's safety within the setting is promoted well. Effective risk assessments are in place for both the premises and for outings. Staff are able to protect children from harm or neglect as they have a good understanding of the Local Safeguarding Children Board's procedures and signs and symptoms of child abuse. Children are learning about how to keep themselves safe through practical activities, such as wearing hats when riding the rocking horse, or making sure chair legs are pointed downwards as they carry them.

The quality and standards of the early years provision

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. Staff effectively support learning, spending quality time with children at their chosen activity and engaging them in meaningful conversation. Children prepare food for staff in the role play area and make necklaces and crowns using animals that snap together. Staff use questioning to encourage children to think for themselves, however, this is not always effective in challenging the more able child.

Staff work together to plan for all children taking into account their individual needs. The staff look at past planning and previous evaluations and use these together with children's interest to plan a varied and enjoyable range of activities for the next week. Planning shows the six areas of learning, the learning intentions and activities, however how these link is not always clear. All staff make observations and assessments on all children and key workers are responsible for collating them in the children's files. Staff have an understanding of the next steps

and have begun to implement this.

Children are fully occupied and engaged in a range of activities that explore all areas of learning. They confidently paint pictures using brushes, cotton buds and rollers. They draw faces of family members on the outdoor chalk board. They count the number of children present and discuss the days of the week. Children use the computer to support their learning and staff support them where necessary. Children listen attentively to stories read by staff or on the tape machine. Staff interact well with the children allowing children to initiate their own activities, however, there are missed opportunities to extend and challenge the more able child particularly within the area of communication language and literacy.

Children are happy and content in their environment. They are independent in pouring drinks at snack time and are encouraged to put on their own coats and shoes. Children play well together building Brio track and taking turns on slide. Their behaviour is generally good and unacceptable behaviour is dealt with sensitively. Staff have a good understanding of a very effective and detailed behaviour policy.

Staff effectively promote the five every child matters outcomes. Children understand about healthy lifestyles through having healthy snacks. They understand about washing their hands to remove germs. Their sense of belonging and self-esteem is promoted through praise from staff and having their work displayed. They learn about other cultures and our diverse society through planned activities and playing with multicultural resources. Children's skills for the future are successfully introduced through the use of computer, taking part in activities relating to problem solving, reasoning and numeracy and developing communication and literacy skills. Most of all children are having fun in a safe environment supported by a committed staff team.

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

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

Leadership and management

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.