

# Shafton Playgroup

Inspection report for early years provision

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**Unique reference number**

302857

**Inspection date**

24/09/2008

**Inspector**

June Rice

**Setting address**

The Community Centre, Off High Street, Shafton, Barnsley,  
S72 8NH

**Telephone number**

07989 560991

**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**

Shafton Playgroup opened in 1993 and is privately run. It operates from a large hall within the local community centre, which is situated next to the local park in Shafton. The playgroup serves the local communities of Shafton, Grimethorpe and Brierley. Children have access to an enclosed outdoor play area within the park and the premises are accessible to people with limited mobility.

The playgroup is open each weekday from 09.00 to 11.30 and from 12.45 to 15.15 term time only. There are 26 places for children in the Early Years Foundation Stage. There are five permanent staff members, three of whom hold relevant childcare qualifications.

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

Sufficient knowledge and understanding of children's individual needs ensures that staff successfully promote children's welfare and learning through play. The partnership with the local school is well established and partnerships with parents are steady. However, the lack of knowledge about children's starting points and the failure to link children's progress and observations, to the Early Years Foundation Stage and planning, prevents staff from clearly identifying where children are in their learning. Staff have successfully identified areas for future development and they are working closely with the Early Years development worker to aid improvement.

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

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

- provide opportunities for children to learn about the need to evacuate quickly in an emergency
- develop children's opportunities to become more involved at snack time
- continue to review and update policies and procedures
- continue to develop systems to help identify children's starting points, their progress, and plans for their next steps in learning.

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

- keep a record of the information used to assess staff suitability, which must include unique numbers of CRB disclosures.

02/10/2008

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

All required documents are in place and they are generally reviewed annually to take account of changes. However, the Child Protection procedure does not refer to the Local Safeguarding Children's Board. Parents are encouraged to be involved in their children's learning and they are verbally informed about their children's achievements and progress. However, systems are not robust enough to identify children's starting points, their progress in the six areas of learning and the plans for their next steps. Inclusive practice is promoted and sufficiently reflects the wider world and the communities of children attending.

The system in place for evaluating the quality of the provision is completed by all staff and correctly identifies areas that require further improvement. Risk assessments and actions taken, to manage or eliminate risks are satisfactory, they are dated, identify who carried it out and any action taken to help children stay safe. Staff have a satisfactory knowledge and understanding of child protection issues and they are familiar with the procedures to follow. The provider states that suitability checks on staff are carried out prior to recruitment. However, there are no records of these checks, or of the recruitment procedures followed. There is an informal procedure in place for identifying training and development needs of staff.

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

Staff are pro-active in teaching children about keeping safe and staying healthy. For example, children help to make play areas safe, by placing safety mats around the climbing frame before they use it and they are encouraged to retrieve items thrown on the floor, so that nobody trips on them. However, not all children have been included in an emergency evacuation. Children freely access drinking water, wash hands after the toilet and before snacks. Staff talk about germs and provide healthy snacks for children. Staff implement a clear procedure if children are poorly and this helps to protect others and prevent infection. Children are encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. They are very well behaved, friendly children, that welcome and support others who join their activities. Children's contributions are fully recognised, they are very proud of their work and staff give lots of praise and encouragement. The learning environment is well organised for continuous provision and staff are well deployed. This helps children continue to make progress, as they benefit from being able to independently and safely access a good range of resources, that are suitable for their ages and stages of development. However, the routine is somewhat rigid and their learning and enjoyment is interrupted during snack time, when everything stops to enable staff to prepare snacks.

There is a good balance of adult-led and child-led activities, taking account of children's individual interests and abilities. This results in children being active learners, who are creative and follow up opportunities, to think about what they are doing. For example, children interested in construction, are encouraged to think about what they are building and how they could plan it, with the result of children drawing and following their own plans. Staff introduce simple mathematical language and children talk about different shapes and colours. Children are well motivated, they become engrossed in their work and they are proud of their achievements. Children make marks for a purpose, clearly describing letters and

pictures of their mummies and daddies. Children freely access computers and they are very adept at using the mouse, listening and following simple instructions. Younger children show a growing interest in counting, asking how many and making attempts to count. Children use their bodies to judge space, while crawling through holes, climbing up steps confidently and chasing each other, keeping control of their bodies to stay on the mats and trying not to run into each other.

Parents complete an 'about me' form, that informs staff about their children's interests, likes, dislikes and family members. Observations are completed throughout the sessions and the informal approach of staff discussing children's progress with parents, enables key workers to confidently discuss plans, to aid individual children's progress through their interests and to identify what they are doing to meet their needs. However, there are no formal assessments, that identify children's starting points, where children are at or the plans for their next steps in learning. There are no records of the information used to assess staff suitability, which must include unique numbers of Criminal Records Bureau (CRB) disclosures. This is a legal requirement.

## 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?	Good
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](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 the last inspection Ofsted has not received any complaints.

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.