

Hutton Cranswick Playgroup

Inspection report for early years provision

Unique reference number	314654
Inspection date	09/10/2008
Inspector	Christine Tipple
Setting address	Methodist Church Hall, Main Street, Cranswick, Drifffield, YO25 9QR
Telephone number	07749 897 441
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

Hutton Cranswick Playgroup has been established for 30 years. It is managed by a voluntary committee. The playgroup operates from the Methodist Church Hall in the village of Hutton Cranswick. The children have access to two rooms on ground floor level and other facilities are accessed using some steps. There is a small garden area and the adjacent car park which is enclosed for outside play. The hall has a ramp for access at one entrance. The playgroup has links with the village primary school.

The playgroup is open Monday, Tuesday and Thursday 09.00 to 15.00 and Wednesday 09.00 to 11.30 during term time only. The playgroup is registered for 22 children who are all on the Early Years Register. Currently, there are 30 children on roll.

There are three staff employed, all of whom have childcare qualifications at level 3. Parents provide support for each session through the parents' helper rota. The playgroup is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

The playgroup offers children and parents a welcoming and caring environment. The children are happy, settled and motivated and their individual needs recognised and valued. This enables children to develop their confidence and independence through the very good support and care provided by the staff. The staff know the children well and follow their interests to promote children's play, learning and progress; overall this is effective in most areas. The staff monitor and evaluate along with the management committee the provision in place for the children.

What steps need to be taken to improve provision further?

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

- improve ongoing access for the children throughout the session to the resources and activities to ensure continuous play and learning opportunities
- develop the process of observation and assessment of individual children to ensure these identify their next steps to progress
- continue to develop the outside areas to provide ongoing access to meet children's individual learning styles.

The leadership and management of the early years provision

The playgroup has relevant and informed documentation in relation to children's health, safety and welfare. These are suitably reviewed by the staff team with the committee. Information is shared with parents and carers through regular newsletters, a parents' noticeboard and daily contact. Staff have a good

understanding and knowledge of safeguarding procedures and attend regular training to ensure this remains current and informs their policy and procedures. Other records are maintained which include the recruitment of staff and their ongoing suitability through the relevant checks, induction process and appraisals. The playgroup has positive links established with parents, other carers, the local school and other professionals. This continues to be developed to promote a shared approach to children's ongoing needs and development.

The staff and the management committee have made positive steps to improve the care and learning provided for the children. The recommendations from the last inspection have been fully acted upon. There is a shared commitment by the staff to the self-evaluation system which enables them to be effective in identifying areas which are working well and the areas they need to improve upon. This includes all those involved with the playgroup, such as parents, other agencies and carers. The playgroup have a designated member of staff to provide support and the link for parents and other agencies for children with physical disabilities and learning difficulties.

Staff work very well as a team and are enthusiastic in their approach with the children in supporting them to progress and develop. Training is regularly attended by staff, who are motivated to develop their skills and knowledge in early years. They ensure parents are involved with the playgroup through the parents' rota, which is well supported or the management committee. The playgroup has a positive place in the community it serves.

The quality and standards of the early years provision

Children have a good range of experiences and learning opportunities. This supports the children to make progress in all six areas of learning. Staff spend time with the children and aim to provide a balance of child-led and adult-led learning through play. Children are keen to share with the staff their achievements and ideas, such as the pirate activity which led to the making of treasure maps and finding hidden treasure. Staff do plan to ensure they provide the range of resources to support the children's ongoing development, but ensure these link in with the children's interests. Children are praised and encouraged in all that they participate in, which promotes their confidence and attitude to play and learning. This is reflected in their behaviour, which is managed in a sensitive and caring way by staff, who promote positive role models for the children.

The process for the observation and assessment of individual children is understood by all the staff. Staff know the children well and are informed of each child's starting points. The observations of activities are clearly linked to the areas of learning and evaluated to ensure these are successfully covered by the children. However, children's individual next steps are not sufficiently recorded by staff to ensure progress is being monitored, although children demonstrate that they are progressing well relevant to their needs. The premises provide space for the children to move around freely and access the positive range of resources and activities provided. The children's continuous access to these, however, is not consistent throughout the session both indoors and outdoors to enable ongoing

learning opportunities and choices for them.

Children have daily opportunities to have fresh air and play outside. They are active and able to develop their physical skills effectively. Children have a selection of sit-on rides and peddle equipment as well as the trampoline. They have lovely opportunities to be out and about in the community. They go for walks and use public transport to go further afield, which includes shopping for food at the supermarket or visiting an activity centre. Visitors are regular guests at the playgroup, such as the dentist and emergency services. This supports the children in learning about keeping safe and healthy. Risks assessments are in place and include pre-visits to outside provision and activities where children attend.

Children's personal, social and emotional needs are promoted very well. The displays around the walls at the playgroup reflect and value the children's creative contributions. Children enjoy their role play, which has many changes, such as becoming a baby clinic and an opticians. These ideas are provided by the children. The staff and children have positive levels of communication and interaction which fully supports children's language development. Visits to the library and story-telling are thoroughly enjoyed by the children. Letters of the alphabet are displayed for the children to see on a daily basis. There are opportunities for the children to mark make and to use their name cards to register and to assist them to write their name on their work. Children use numbers confidently to count, match and sequence. Children experience volume, weight and size through their everyday play, such as sand and water play and baking. Through the resources, information and activities provided the children have a suitable basis to develop a positive understanding of the wider world.

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?	Good
How well does the provision promote inclusive practice?	Good
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?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
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

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.