

Teddies Playgroup

Inspection report for early years provision

Unique reference number

318098

Inspection date

14/01/2009

Inspector

June Rice

Setting address

Scawsby Community Centre, Barnsley Road, Doncaster,
South Yorkshire, DN5 8QQ

Telephone number

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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

Teddies Playgroup opened in 1979 and is charity funded. It operates from the local Community Centre situated in Scawsby. Children have access to an outside play area. The premises are accessible to people with limited mobility.

The Playgroup is open each weekday from 09.30 to 12.00 each week day excluding Thursdays, term time only. There are 24 places for children in the Early Years Foundation Stage. There are six permanent staff members, five of whom hold relevant childcare qualifications, and one who is working towards a level 3.

Overall effectiveness of the early years provision

The setting works satisfactorily with parents to ensure children's needs are met effectively. All required policies and procedures are in place, they are effective and inclusive. Both boys and girls are considered when planning activities, and adults ensure the learning environment and resources are available to all children. The setting takes satisfactory steps to evaluate its provision, and this helps those in charge have sufficient understanding of the settings strengths and some of the key areas that need improvement.

What steps need to be taken to improve provision further?

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

- continue to develop use of risk assessments for indoor/outdoor environments and outings, and ensure they contain sufficient information
- continue to develop systems used to monitor and evaluate the provision to help identify areas for improvement
- continue to develop systems to help identify children's starting points, their progress and plans for their next steps in learning
- provide more opportunities for outside play.

The leadership and management of the early years provision

All documentation required for safe and efficient management of the early years provision in place. However, written risk assessments are in the early stages of development and need further improvement. For example, they identify the type of outing but fail to identify possible hazards. The setting has little in place to assess the quality of their provision. However, they provide questionnaires to parents and through discussion they are able to successfully identify the key areas for improvement. For example, children's observations and assessments. The setting works closely with parents to ensure children get the support they need. They encourage parents to help them assess their children's starting points and inform them verbally on a day to day basis about their progress and achievements. They share some basic information to parents about the early years provision and have

recently introduced a newsletter.

Inclusive practice is promoted and the environment sufficiently reflects the wider world and children's own communities through books, and role play equipment. Children's welfare needs are met and they continue to make progress. The quality and effectiveness of risk assessments to manage or eliminate risks, and to help children stay safe are not good enough because they fail to clearly identify possible hazards. Children benefit from the use of outdoor, indoor spaces, furniture, equipment and toys are clean, well maintained and checked visually on daily basis before and after use. Steps to promote children's good health and well being including those to prevent spread of infection, and those taken when children are ill, are effective. For example, infectious children are excluded, staff use disposable equipment when dealing with food and children's personal hygiene, and children are reminded not to put role play equipment in their mouths when checking teeth. Children are protected because staff work in partnership with parents and others to safeguard them. They know and understand safeguarding issues and the procedures to follow.

The quality and standards of the early years provision

Children are helped to stay safe because the setting takes satisfactory steps to ensure their safety. The setting is secure and satisfactory checks are in place to ensure the environment, toys and equipment are safe and suitable to use. Staff teach children about keeping safe. For example, they remind them to use chairs correctly and that bikes are for the open space. They learn about road safety and people who help us through listening to stories. Children are helped to be healthy. They freely access drinks and snacks throughout the session, and children who are otherwise occupied are gently reminded to have a drink and snack before the end of session. Children use wet wipes to cleanse before and after snacks, and wash their hands thoroughly with soap and water after using the toilet.

Children are helped to enjoy and achieve. They are developing habits and behaviour appropriate to good learners, their own needs, and those of others. They are very well behaved, confident individuals who enjoy playing alongside their peer group. They are establishing friendships and enjoy small group activities where they learn to share, take turns and be nice to each other. Children are helped to make a positive contribution through staffs positive approach to praise and encouragement, which is constant throughout the session. Staff are skilled in supporting children's learning through the good use of questioning techniques that help them to think and work things out. They benefit from well planned, purposeful play and exploration, both in and out of doors, with a good balance of adult-led and child-led activities. For example, children enjoy an interactive story time with puppets. They listen intently, looking at the illustrations and are asked to name animals, talk about what food the animals like and what they do in the jungle.

Children benefit from being able to independently and safely access a good range of resources that are suitable for their ages and stages of development. They are used to their routine and enter the setting happily, with lots of smiles leaving

parents and carers with confidence. They enjoy physical exercise confidently peddling bikes. They show good control skills in manoeuvring, steering and stopping to avoid collision. However, they do not access outside play except for the very occasional outing. They freely access a wide range of table top activities that include dough, mark making, shapes, numbers and construction. They enjoy floor activities. For example, they use small vehicles in a tray with an assortment of pebbles, sand, shells and drift wood. They look at the marks left in the sand, make hand prints, count wheels and look at the different textures of pebbles, shells and wood. Children enjoy painting and talk about the marks they are making. Their number, letter and shape recognition is encouraged as they are supported as they complete jigsaws. They count confidently to three, and up to 10 with support. They look at cause and effect as they mix ingredients for buns, and talk about the changes in texture and colour.

Staff demonstrate that they know children well, and systems are in place to ensure children receive appropriate support. They use observations that successfully link to the six areas of learning and they are able to discuss what is planned for individual children. However, there is no formal process for recording children's starting points and plans for children's next steps are not clearly linked to planned activities. The setting have established links with other providers of the Early Years Foundation Stage and completed transition forms for children that recently transferred to full time school.

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.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.