

Mytholmroyd Playgroup and Toddlers

Inspection report for early years provision

Unique reference number

EY224876

Inspection date

10/11/2008

Inspector

Shaheen Matloob

Setting address

The Community Centre, Elphaborough, Mytholmroyd,
Hebden Bridge, West Yorkshire, HX7 5DY

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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

Mytholmroyd Playgroup and Pre School has been registered since 1977 and is run by a voluntary committee. It operates from a community centre serving the local community in the Mytholmroyd, Hebden Bridge area of Halifax. Children are accommodated within two rooms with dedicated kitchen and toilet facilities. Children have access to an enclosed outdoor area. The building has disabled access.

The playgroup is registered to care for 24 children in the early years age group. The setting also offers care for older children within out of school care; this provision is registered on the compulsory and voluntary part of the childcare register. There are currently 22 children on roll who attend for a variety of sessions. The playgroup is open 08:30 to 18:00, Monday to Friday term time only.

There are two full time and four part time members of staff that work with the children. All of these staff hold these hold appropriate childcare qualifications, with four staff holding a level 3 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Staff have a positive relationship with parents and recognise their role as central to children's learning and development. They treat children as individuals and each child is given opportunity to participate in all activities. Children are provided with an appropriate learning environment that meets their individual needs in partnership with parents, and reflects the community the children come from and the wider world. Action has been taken to tackle the identified weaknesses identified during the previous inspection and as a result, this has improved the overall outcomes for children. However, requirements regarding first aid are weak and require attention, including records relating to accidents. There are some systems in place to inform parents about their children's activities and progress although parents are less well informed of how they can support their children's learning at home.

What steps need to be taken to improve provision further?

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

- ensure that parents are informed of all accidents and sign the accident book
- develop ways in which parents can support and extend children's learning in the home

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

- ensure that there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present and ensure that the first aid box is stocked with appropriate contents to

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meet the needs of children.(also applies to the compulsory part and voluntary part of the Childcare Register)

The leadership and management of the early years provision

Children's individual needs are met through the suitable organisation Staff work well together as a team and clearly understand their individual roles and responsibilities and contribute to children's learning, development and enjoyment. Documentation and records required for the safe and efficient management of the setting are generally suitably organised and well maintained. The setting is undergoing a quality assurance programme and also has some systems in place to monitor the provision through regular checks and identification of weaknesses through team meetings. The setting has a positive attitude towards improvement and commitment to training in order to provide a good quality and knowledgeable workforce. However, the setting does not currently meet first aid requirements and systems to involve parents in supporting their children's learning are not effectively established.

Staff acknowledge that the role of parents in their child's education and welfare is fundamental. Therefore, staff have developed relationships based on mutual understanding, trust and respect. Children clearly benefit from such a relationship as they have positive relationships with staff and are extremely confident in the setting. Parents are provided with a range of information about the setting in the form of a welcome booklet and regular newsletters, to keep them up to date with changes and provide useful information. Communication is clear and keeps parents well informed about all aspects of the setting. The settling in period is used to encourage parents to share information about their children and there are regular opportunities for parents and staff to continue to share and discuss children's interests and progress. Details of planning is displayed for parents information although, there are not established or effective systems in place to encourage parents to support their children's learning at home.

Children are protected because staff have a sound understanding of child protection issues. The designated person understands her role and responsibility to follow relevant guidance to ensure that the welfare and protection of children is a priority. The settings policy alongside supporting documents ensures that staff act on any concerns raised.

The quality and standards of the early years provision

Staff adopt a positive approach to children's learning and development. They evaluate the provision and activities regularly, identifying areas of strength and improvement. The playgroup leader has attended Early Years Foundation Stage (EYFS) training and uses the framework within the setting. Staff know individual children well and recognise how they learn and their development. They build on what children know through regular discussions with parents and support children's

learning effectively, taking into account their age and other relevant factors. Children are at ease within the playgroups and know the routines well as they explain that when they hear the triangle it means tidy up time and snack. Children enjoy their time at the setting and confidently leave parents to eagerly join in the activities. The play room is set out so that children can independently select toys and make choices about their own play and learning.

Children play well together in the sand with other children, using a range of resources, they explain how 'this is the beach and we are making a sand castle'. Self registration helps children to recognise their names and pictures and gives them a sense of belonging and responsibility. Children develop self-worth and confidence as they have daily opportunities to be the 'special helper', as they help to serve food and drinks at snack time. Children improve their numeracy skills through daily routines and resources. For example, they count how many children are present, how many are aged three and two and complete number puzzles. All staff are involved in planning and staff ensure that children receive enjoyable and interesting experiences appropriate for their age and development. Information from observations and assessment is used to highlight children's achievements, progress and identify the next steps in children's learning, in relation to the early learning goals and taking into account their capabilities.

Children are cared for in a welcoming and friendly environment where colourful displays of their art work are respected and presented attractively, which gives them a sense of belonging and contributes to the accessible environment. Designated areas within the playgroup offer children a wide range of play experiences and resources across the six areas of learning. All toys conform to safety standards and are well maintained. Staff include children's opinions when selecting new toys and resources, taking into account their interests. The provision is successful in promoting children's understanding of healthy living. Staff implement good hygiene practices and children demonstrate a good understanding of personal health, by following established routines, washing hands and wiping their noses. Children have good opportunities to engage in vigorous physical play as they move spontaneously with pleasure and confidence within the available space. They respond to music and enjoy dancing as they do the 'funky monkey', clapping, moving their hips and jumping. Parents provide packed lunches and staff ensure that children are provided with well balanced and nutritious meals, inadequate quantities for their needs. Posters within the setting contribute to developing children understanding of healthy eating and children recognise good and bad foods. Children thoroughly enjoy their food, in a relaxed and social environment.

Positive steps are taken to promote safety and keep children safe. Safe and well maintained furniture and equipment meet the varying needs of children and low level furniture allows children the freedom to make independent choices, sit with friends and help to tidy up. Regular risk assessment and daily checks identify and minimise hazards. Children are made aware of potential dangers, such as standing on chairs. Records and procedures regarding children's safety are organised and generally meet requirements. However, accident records are not consistently signed by parents. There is not always a trained first aider on the premises at all times when children are present and the first aid box is not stocked appropriately as required by the EYFS. Strategies to manage children's behaviour are consistent,

taking into account their age and understanding. Sensitive explanations help children to understand right from wrong. As a result, children are generally well behaved and learn to share, co-operate with each other, and demonstrate consideration for each other as they independently cuddle children who are upset.

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?	3
How well does the provision promote inclusive practice?	3
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?	2
How well are children safeguarded?	3

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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:	Not Met (with actions)
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Not Met (with actions)
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The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- | | |
|---|------------|
| • take action as specified in the early years section of the report' (Safeguarding and promoting children's welfare) | 17/11/2008 |
|---|------------|

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

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| • take action as specified in the early years section of the report' (Safeguarding and promoting children's welfare) | 17/11/2008 |
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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.