

Sedgeberrow Playgroup

Inspection report for early years provision

Unique reference number	205261
Inspection date	03/12/2008
Inspector	Diane Hancock
Setting address	The Betteridge Rooms, Main Street, Sedgebarrow, Evesham, Worcestershire, WR11 7UE
Telephone number	07974557098
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

Sedgeberrow Playgroup opened in 1988 operating from the Betteridge Rooms attached to Sedgeberrow C of E First School. The setting is easily accessible. All children share access to the school playing ground and field, adventure equipment and Forest School site. The group is open term-time only on Monday, Tuesday, Wednesday and Friday from 09:00 to 12:00 with a lunch club from 12:00 to 13:00. Children are able to attend for a variety of sessions.

A maximum of 22 children may attend the setting at any one time between the ages of two and five years. There are currently 19 children attending who are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the compulsory part and voluntary part of the Childcare Register. The playgroup receives funding for early education.

The setting employs four members of child care staff. Of these two hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children enjoy attending a friendly welcoming small village playgroup where they form good relationships and make sound progress towards their early learning goals with support from experienced staff. The setting has inclusive practice where all children of different ages and abilities are involved in activities and can access resources. Some welfare requirements are not met and this compromises children's safety. The staff have acted upon previous recommendations such as the vetting procedure and increased children's choice of snacks and resources. Significant changes have been made over the past year to improve the quality of care and education for children and staff have adequate capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment of the environment and equipment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident
- maintain a regular two-way flow of information with parents and other providers
- make systematic observations and assessments of each child's achievements, interest and learning styles and share their progress with parents and provide information on how they can extend children's learning at home
- help children to find out about and identify the uses of everyday technology and use of information and communication technology and programmable toys to support their learning.

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

- obtain information about who has legal contact and who has parental responsibility with the child 12/01/2009
- assign a key person to each child. 12/01/2009

The leadership and management of the early years provision

Although there is limited formal evaluation of the setting staff do make significant improvements to their service, these include new planning and evaluation of a range of activities to ensure children have increased opportunities to revisit activities and build upon their interests and knowledge in a more relaxed environment. Staff undertake training, seek advice, attend forums and develop links with other professionals to improve their service. The manager has a clear vision of improvements such as obtaining feedback, involving parents, sharing information and extending maths for older children and increase music activities.

Parents receive suitable information about the setting through newsletters, policies and the manager spends time at the start and end of the day talking to parents about what the children have done and will be doing, some parents also have a diary. Some parents are actively involved in the committee and support the staff in the session, plan social events to ensure good relationships exist. Parents receive limited information regarding their child's learning to enable them to fully extend their learning. Staff spend time with parents gathering information on children's development when they start to ensure they meet children's needs however this is not continued in a systematic manner. Children benefit from the good relationships with the school and external agencies however there is no liaison with other providers of Early Years Foundation Stage to ensure individual needs are promoted.

Children are not fully safeguarded as staff do not have parental responsibility and legal contact details for all children. Evacuation procedures are infrequent and this compromises children's safety. Staff provide a clean, safe and secure environment with good collection procedures however the formal written risk assessment lacks detail. Staff ratios and qualifications are well met and they are deployed effectively to ensure good supervision and interaction with children. Staff have a sound knowledge of child protection. They are updating policies to improve efficiency and children's health is promoted through effective procedures and documentation.

The quality and standards of the early years provision

Children are very happy, sociable, confident and play purposefully in a stimulating and relaxing environment with good quality resources. Staff question and extend children's learning such as when baking Christmas cakes. Children have good opportunities to become grossed in their play for long periods with a good balance of child-led and adult-led play. Staff plan activities on a weekly basis to meet

children's individual interests and abilities. However there is limited formal observations and assessment to help children to reach their full potential. Good links with teachers and time in the school ensure children are well prepared for the transition. Children with learning difficulties and disabilities make sound progress with good relationships with other professionals.

Children show a love of books accessing them individually, in small groups with staff and as a whole group choosing stories such as 'Elmer and the snow' and child talk about what they would wear and do in the snow. They learn good language skills and confidence as they eagerly sing songs such as 'Down in the Jungle' and actively participate in the actions with much laughter. Children have opportunities to develop mark making skills often spontaneously in the flour and mathematical skills such as measuring ingredients while baking. Topics promote of knowledge of cultures and an understanding of the world such as light where the children brought in various torches and lamps. There are some opportunities to learn about technology such as a digital camera however these are limited. Children are creative as they freely design cards and become engrossed in decorating the crackers. They have good imaginations, enjoy dressing up and play well together with train tracks and putting chairs together to form a car and pretend they are shopping.

Staff know the children's interests well and demonstrate caring relationships however there is no key person system in place to ensure children's developmental and learning needs are fully met. Children enjoy the social occasion of meal times with good interaction with staff. They develop their self-care skills as they independently access the toilet and help themselves to water. Children develop good physical skills such as climbing and balancing as they make good use of the outdoor play equipment in the school. They have some opportunity for fresh air on a daily basis in all weathers.

Children have suitable hygiene routines and have a healthy diet with snacks of fruit and milk. They learn about safety when walking through the car park. Stories and circle time discussions help children learn about feelings and bullying. They respect each other, behave well and children of all ages form good friendships. Staff have suitable strategies in place to help calm the children.

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?	3
How well are children safeguarded?	3

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?	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:

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.