

Kislingbury Playgroup

Inspection report for early years provision

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| Unique reference number | 220243 |
| Inspection date | 25/09/2008 |
| Inspector | Jan Burnet |
| Setting address | Village Hall, Ashby Court, Kislingbury, Northampton, Northamptonshire, NN7 4JE |
| Telephone number | 01604 831663 |
| 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

Kislingbury Playgroup first opened in the 1970's and operates from the Village Hall in Kislingbury, Northamptonshire. Children play in two connected rooms and have direct access to an enclosed outdoor play area. The premises are easily accessible for wheelchair users.

The playgroup is privately run by the supervisor who is responsible for the overall management and day to day running of the group. Children attending are from the village and surrounding rural area.

The group operates term time only, Monday to Friday from 09:15 until 13:10.

There are currently 25 children on roll and of these, 20 are in receipt of Government funding for early years education.

A team of four staff work with the children and three are qualified. A recently recruited staff member is working towards a qualification. The group holds Pre-School Learning Alliance membership and is registered on the Early Years Register.

Overall effectiveness of the early years provision

The setting provides effectively for children in the Early Years Foundation Stage (EYFS). Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Children are settled, safe and secure. Staff have experience of caring for children with learning difficulties and/or disabilities and ensure that all children are included. They are experienced and work effectively as a team. Information obtained from parents/carers enables staff to meet children's different needs, but there are limits to how far parents play an active part in their child's learning. Planning for improvement, including processes of self evaluation are not fully developed.

What steps need to be taken to improve provision further?

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

- develop systems for ongoing observational assessment to inform planning for each child's continuing development
- develop systems for obtaining information from parents so that children's starting points are known and ensure that achievements at home are regularly shared and used to inform planning for each child
- review the complaints procedure; with reference to required timescales for the provider to respond to written complaints and parents' right to see the complaints record on request
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

The leadership and management of the early years provision

Effective safeguarding procedures ensure that children are appropriately protected. The supervisor and deputy have attended Local Safeguarding Children Board training, vetting procedures are sound and the child protection policy contains all required information. There are systems in place for monitoring and self-assessment, for example, advice from local authority support workers is sort and welcomed. However, methods of identifying weakness in order to implement improvement are not consistently effective. At the time of the last inspection five recommendations were made and three of these have been addressed, but systems for using observations to inform planning are still not effective and the record of all complaints is not properly maintained. The supervisor has developed links with the local school in order to provide consistency for children. Staff qualifications are in line with requirements and clear systems are in place for recruitment, selection and induction. In practice staff demonstrate a sound understanding of how children learn and they ensure that each child feels settled and secure. With support from the supervisor they assess their own practice and training needs.

Written information provided for parents/carers is satisfactory as policies and procedures are in place and parents are asked to sign to acknowledge that they have read them. However, the complaints procedure does not meet up-to-date requirements and potentially this impacts upon the overall quality of the service provided. Required records are in place and information on each child includes detail on the child's individual needs. However, detail from parents on what their child knows and can do is not requested consistently and potentially this impacts upon the progress that the child makes. Activity planning meetings are organised periodically after the morning play session. Resources are plentiful and are of a good quality.

Children are safe because staff assess and limit risks on a daily basis. Risk assessments have been drawn up and include the premises and equipment.

The quality and standards of the early years provision

Children are provided with satisfactory opportunities to help them make progress across all areas of learning and development. Staff record observations and are beginning to complete assessment records. However, they are not using what they know about each child to plan for individual learning towards next steps. The interaction between the staff and children is good and children are happy secure and confident. Rooms are set out invitingly for children with a plentiful amount of resources available for them to choose from.

Children are confident, active learners and personal, social and emotional development is a strength. Friendships have formed and children play co-operatively. For example, whilst playing a game with picture dominoes two boys sit together at the corner of the table and one gives his friend some of his cards because he realises that he has "more". The staff member supports all children in

counting the number of dominoes that they have and the older children compare and talk about whether they have the same number. Children behave well and are learning to share and take turns.

Children enjoy daily access to the outdoor area. This is used effectively by staff as an extension to indoor play space as well as for children to develop skills and confidence with large physical play equipment. On a daily basis children practice manipulative skills with a range of small world toys, construction materials, tools and writing materials. They have daily opportunities to experiment with a range of media and materials. For example, today two children talk about whether the wet sand feels warm or cold. Books are easily accessible in a comfy area and children are learning that information can be gained from books as a nature table display includes books on plants and wildlife. Staff promote thinking and vocabulary as they talk with children and children speak confidently. They are learning to recognise their names as cards are used for children to find their place at the snack table.

Staff create a safe and welcoming environment and children are learning how to keep themselves safe. For example, when out walking children hold hands, look and listen before crossing the road and learn how to use the pedestrian crossing. They learn to be aware of wasps and bees and that they must not eat berries. Children are aware that they should wash hands before snack and they talk about why fruit is good for them. Their welfare is protected because staff have a clear understanding of child protection and implement policies appropriately.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Satisfactory |
| How well does the provision promote inclusive practice? | Satisfactory |
| The capacity of the provision to maintain continuous improvement. | Satisfactory |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Satisfactory |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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? | Satisfactory |
| How well are children helped to make a positive contribution? | Satisfactory |
| How well are children helped develop skills that will contribute to their future economic well-being? | Satisfactory |

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.