

Rawthorpe Playgroup

Inspection report for early years provision

Unique reference number 311303
Inspection date 26/09/2008
Inspector Angela Margaret Ellis

Setting address Netherhall Learning Campus, Netherhall Avenue,
Rawthorpe, Huddersfield, HD5 9PG

Telephone number 07985 780 528

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

Rawthorpe Playgroup opened in 1976. The playgroup is managed by a committee and operates from a building on the grounds of Netherhall Learning Campus in Rawthorpe. Children are cared for within two rooms located on the ground floor where there is ramped access. Children have access to a secure enclosed outdoor play area. Children attend from the local community and the provision has links with the local infant and nursery school based on the campus.

A maximum of 24 children aged two to five years may attend the setting at anyone time. The setting is open five days a week from 09.00 until 11.30. There are currently 20 children on roll from two to four years. This provision is registered on the Early Years register. The playgroup supports children with learning difficulties and/or disabilities and those who have English as an additional language.

The setting employs four members of child care staff. Of these three hold appropriate early years qualifications and one member of staff is working towards a qualification. The setting receives support from the Pre-school learning alliance and the local authority early years advisory team.

Overall effectiveness of the early years provision

Children are cared for in a welcoming and stimulating environment where their individual needs are appropriately considered and met by hard working and enthusiastic staff. Children have fun and a strength of the setting is in the way it respects and embraces cultural diversity. Most aspects of children's welfare are promoted well, however, the requirements in relation to some areas of documentation and risk assessments are not fully met. Partnership with parents and others is sound and contributes to inclusion and children's needs being met. The setting has suitable systems in place to reflect upon its practice in order to maintain continuous improvement and systems for self-evaluation are in there infancy.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge of the areas of learning to ensure that the recording systems for assessing each child's achievements are consistent by all staff and clearly identify how parents and others are contributing to them to maintain continuity
- ensure that the child protection policy is updated in line with the Local Safeguarding Children Board procedures
- further develop self evaluation systems in order to identify strengths and weaknesses and maintain continuous improvement.

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

- ensure that the risk assessments identify all aspects of

10/10/2008

the environment that need to be checked on a regular basis including each type of outing which includes an assessment of the required adult:child ratios and when and by whom they have been checked

- ensure that the system for informing parents of any accidents or injuries and any first aid treatment given to their child is consistently recorded in the accident records and that the register of attendance is consistently recorded accurately.

29/09/2008

The leadership and management of the early years provision

Children's needs are being met through sound organisation of the setting. The staff team have established a child centred environment which promotes independent play and learning. Children are supported by a dedicated staff team who have a commitment to continued professional development. This means that children benefit from staff that have a sound knowledge and understanding of current childcare practice. The setting strive for continuous improvement and have implemented actions from the last inspection. They have also embarked on a quality assurance scheme. This contributes to raising the quality of the service and promoting the outcomes for children. However, self-evaluation is largely undertaken by senior staff and does not effectively involve others in formerly identifying the settings strengths and weaknesses.

The setting maintains policies and procedures required for the safe and efficient management of the Early Years Foundation Stage. Management understand their responsibilities in safeguarding children and ensure that appropriate employment and vetting procedures assess staff's suitability. A child protection policy is in place; however, it has not been updated in line with the Local Safeguarding Children Board procedures. Most of the required records are available; however, there are some aspects within the accident entries, register of attendance records, that are not accurately recorded and do not fully meet the requirements. This impacts on staff's responsibility to keep children safe.

Children benefit from sound working relationships that staff have developed with parents to consistently meet children's needs. In response children settle well. Parents are kept informed in many ways about the service and how they can be involved. For example, through informal discussions, open days, newsletters, displays and through the information pack. There are some satisfactory systems in place for encouraging parents to become involved in their child's learning, such as settling in sessions, information about themes and how they can help at home. However, requests to contribute to their child's record of achievements has been met with little response in some cases and staff continue to look at innovative ways to encourage parents to be involved. There are satisfactory systems in place for working in partnership with other early years providers, such as the local nursery, however, using their contributions to complement, extend and provide continuity for individual children's learning and care is in its infancy.

The quality and standards of the early years provision

Overall, children acquire knowledge, skills and attitudes to enable them to make satisfactory progress towards the early learning goals. This is because staff have a sound knowledge and understanding of the Early Years Foundation Stage. They observe children and find out about what children know, can do and enjoy when they start the setting. Through assessments staff plan and organise the environment to ensure that every child receives an enjoyable and challenging learning and development experience. This enables them to identify and plan for the child's next step that is soundly tailored to meet their individual needs. However, some staff inconsistently match their observations to the areas of learning. This means that some staff are less familiar with the content of the areas of learning to support children successfully in all areas of their learning and development.

The environment is appropriately safe and secure. It has been set up well to provide children with spacious areas to independently access a good range of activities and experiences that extend their learning. There is a good balance between child-initiated play offered through continuous provision both indoors and outdoors, adult led activities and spontaneous events. This results in children being active learners. Children learn to develop very good positive attitudes towards others and an understanding of diversity through a good range of activities and experiences. For example, children, staff and parents regularly join in with members of the community on the learning campus to explore African drumming and singing. This is a wonderful, harmonious experience that truly captures the essence of inclusion and integration. This effectively contributes to children making a positive contribution within the community.

There is good interaction between adults and children because having fun and enjoyment is a key element. For example, some staff burst into song spontaneously which is a source of amusement for the children whose laughter is a good sign that they enjoy their time at the setting. Staff support children's play effectively, using open-ended questions and introduce new vocabulary to foster their communication and literacy skills. Children learn to write for a purpose, for example, an older child enthusiastically made birthday cards both indoors and outdoors for a member of staff who was celebrating her birthday. Children are introduced to numeracy and problem solving through every day routine activities, such as setting the table and counting how many cups are needed for snack.

Children behave well because staff have realistic expectations based upon the children's level of understanding. Positive interaction with plenty of meaningful praise and encouragement is used consistently with all children. Children learn to respect each other and other living things. For example, through planting and growing activities in the garden area. Daily routines provide meaningful learning experiences. For example, children learn the importance of appropriate hygiene practices to prevent the spread of infection and healthy eating is encouraged at snack time. Children learn to keep themselves safe, for example, on outings by holding an adults hand while walking through the car park. However, staff have not recorded a full risk assessment for each type of outing which means that potential

hazards are not identified and children's safety is at risk. This does not fully meet the requirements. However, staff were observed to manage the outing to see the African drummers well and very good adult:child ratios ensured that children were well supervised.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

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?	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?	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

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.