

Sparrow Playgroup

Inspection report for early years provision

Unique reference number	EY366291
Inspection date	15/10/2008
Inspector	Lisa Patterson

Setting address	Ascension Hall, Michaelson Avenue, Torrisholme, Morecambe, Lancashire, LA4 6SF
Telephone number	01524 833 165
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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).

Description of the setting

Sparrow Playgroup is committee run and has been operating from a church hall in Torrisholme since the early 1980s. Children have access to a large hall with toilet facilities off the main room. The outdoor area is enclosed and renovated to provide paved and safety surfacing, with an adventure playground. Sessions run during term time only from 09.30 till 12.00 on Monday, Wednesday and Friday and 12.30 till 15.00 every day .

There are 54 children on roll, 28 of whom are in receipt of nursery education funding. Children with learning difficulties are supported.

There are six staff employed by the setting, all of whom hold a relevant qualification.

Overall effectiveness of the early years provision

The uniqueness of each child is well understood and the setting works hard to meet the needs of all children. A fully inclusive environment has been created in which children are supported in making good progress in their learning and development. Children's welfare is a priority in the setting and self-evaluation is used well to identify issues and bring about change.

What steps need to be taken to improve provision further?

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

- further develop systems to ensure records are easily accessible and available for inspection by Ofsted
- make more use of every day events and the outdoor learning environment to develop skills in counting and calculation

The leadership and management of the early years provision

Staff are well supported by a supervisor who has a secure understanding of the Early Years Foundation Stage and her responsibilities within the setting. There is a clear induction for new members of staff and the staff team are committed to using the appraisal system to identify and address any training needs. Information from training and the setting's use of self-evaluation bring about beneficial changes to practice and the environment, such as nappy changing procedures. The commitment of the team to improvement has led to the development of an environment in which the uniqueness of individual children is valued and supported by motivated and enthusiastic staff.

The setting values the contributions of parents and other professionals working with the children and incorporates strategies where necessary, for example, sign

language. Parents receive a wealth of information about the educational programme and their child's achievements and are asked to make comments that feed into the individual learning journeys. Responses to regular questionnaires are fed into the evaluation process and changes are made where required. As a consequence, children's needs are well understood and can be addressed appropriately.

Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. Policy documents have been updated in the light of changes to regulations. Staff undergo full clearances prior to employment and risk assessments are carried out on a regular basis. Records of staff and children, however, are not well organised to allow ease of access.

The quality and standards of the early years provision

Children are motivated to learn by an enthusiastic staff team who are not afraid to get down to child level and have a go, for example, during a shaving foam activity staff joined in fully. Resources and activities are well organised to allow independent access and develop children's confidence. There is a good balance of adult-led and child-directed activity and staff use their experience to challenge children's thinking through effective questioning. However, everyday experiences both indoors and outdoors are not well used to develop counting and calculation skills. Children develop well in all areas of learning because information on their starting points and the recently introduced learning journeys track development and signpost staff to the next steps for learning. Staff work together as a team in planning a relevant and effective range of activities which promote learning for all children. During meetings with their child's key person, parents are able to feed into the learning journey, which creates an holistic view of the child.

Children learn to keep themselves safe through discussions with staff when using equipment or moving around the setting, for example, when accessing the outside area, staff remind children about safety while crossing the car park. Children are learning the importance of staying healthy through eating healthy snacks, talking about fruit and vegetables during planned activities, taking part in regular exercise and washing their hands at appropriate times of the day.

Children enjoy their time at the setting. There is a calm and industrious environment and children play well on their own, with peers and in groups. They enjoy freedom of choice and this develops their critical thinking and decision making skills. Sharing and turn taking skills are being developed during collaborative play and children respond well to the wishes of their peers and adults. They thoroughly enjoy sharing their ideas during circle times and are confident to speak in larger groups. Children are beginning to understand the diverse nature of society through planned activities, appropriate resources and discussions with staff about disability, as well as through learning some sign language. As a result of the learning environment, planning and interactions from staff, children are settled, inquisitive and motivated to learn.

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
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?	Good

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 registration.

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.