

Chorley Family Playgroup

Inspection report for early years provision

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| Unique reference number | EY369688 |
| Inspection date | 14/10/2008 |
| Inspector | Donna Stevens |

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| Setting address | Stottesdon C of E Primary School, Stottesdon, KIDDERMINSTER, Worcestershire, DY14 8UE |
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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

Chorley family playgroup opened at Stottesdon C of E primary school in 2008. It operates from its own purpose-built unit attached to the school. The group was previously based at Chorley Village Hall. The group opens three days a week, currently Tuesday, Wednesday and Thursday, during school term times from 9.05 a.m. until 3.00 p.m. The playgroup is on the ground floor and has a ramped access. Children share the school's outdoor play area.

A maximum of 16 children may attend the group at any one time. There are currently 17 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 10 children receive funding for early years provision. Children come from the local and surrounding areas. The playgroup is registered by Ofsted on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register.

The group has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language.

The playgroup employs four members of childcare staff, including the manager. Of these, three hold a recognised child care qualification and one is currently working towards a qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children's learning, development and welfare is effectively promoted in the group. The staff work closely with parents and carers to ensure that their practice is fully inclusive and takes into consideration each child's individual needs, likes, dislikes and interests when planning activities. They are well cared for, happy and thoroughly enjoy their time in the setting. They take part in an interesting and varied range of activities that support their learning and development well. The staff group and committee are committed to maintaining a good quality service for the children attending and take positive steps to evaluate and improve the provision.

What steps need to be taken to improve provision further?

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

- continue with plans to improve the planning and assessment arrangements and to involve parents in these
- further expand the opportunities for children to develop their creativity, for example, through role play and art and design.

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

- ensure that the safeguarding policy includes details of the procedure to be followed in the event of an allegation being made against a member of staff

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- obtain information from parents about who has legal contact with the child and who has parental responsibility for the child.

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The leadership and management of the early years provision

The children benefit from the staff's commitment to continuously improve their practice and by the support of a very strong committee. They support staff in attending regular training and keeping up-to-date with current developments in childcare. A new staff team have recently joined the setting and they have implemented the Early Years Foundation Stage in an effective way. The supervisor, with support from other staff, has taken this opportunity to review and improve the range of activities and opportunities currently enjoyed by the children.

Partnerships with parents and carers are very good and highly valued by the staff. Parents are kept informed about their child's day through informal discussions at the beginning and end of each session. The staff, committee and parents have worked together to design a form that staff complete during the day to ensure that any important information is shared with parents at the end of each session. Regular newsletters and parents information boards provide further information about activities, themes and local childcare information. The staff have developed close links with the local school and children who will start school in the next term spend time each day in the reception and key stage one classroom. This helps to make the transition into school a positive experience. The new supervisor has introduced a new system of planning and assessing children's progress and has begun to involve parents fully in all areas of their children's progress.

Children's welfare is safeguarded as the staff ensure that the setting remains safe, suitable and child friendly. Robust risk assessments are carried out regularly and a daily safety check and cleaning programme ensures children can play safely and stay healthy. The staff have a good understanding of child protection issues, have attended training in this area and the group has a safeguarding policy in line with local guidance, although the procedure to be followed if an allegation is made against a member of staff is not included. Staff were clear that the same procedures would be followed if such an allegation was made and they would seek support from their strong committee. It is a requirement of the early years foundation stage that this information is included in the group's policy.

The committee and staff have developed a range of policies and procedures that reflects the good care provided. These are shared with parents so they have a clear understanding of the expectations of the children, parents, staff and committee. The staff are well organised and maintain most required documentation. Information from the parents with regards to who has legal contact with the child and who has parental responsibility is obtained verbally and any issues are recorded. It is a requirement of the early years foundation stage at this information is maintained for each child.

The quality and standards of the early years provision

Children make good progress towards the early learning goals and in all areas of their development. They are provided with exciting opportunities to enjoy a well-balanced selection of activities that include both adult lead and child initiated play. The staff are skilled at developing children's learning and skills through activities and play that they enjoy. Specific times every morning and afternoon for child initiated play allow children to make choices and develop habits as inquisitive, enthusiastic and independent learners. The staff capitalise on the group's rural setting and the children's great enthusiasm for the outdoors by developing the children's knowledge and understanding of the world as they plant fruit and vegetables in their own vegetable patch and go for nature walks to look at how the seasons and weather affects the wildlife around them. Children's play is observed to allow the childminder to assess where children are with their learning, identify areas of strength and those that require more support. The new supervisor has initiated improvements in the planning and assessment process and now plans to incorporate children's next steps into future activities and demonstrate how children will be supported and challenged in their future learning and development.

The setting is well laid out to allow children to move freely around activities and low level storage allows children to select their toys and equipment independently. The room is bright and colourful and low-level windows allow children to see outside at all times. The children use a good range of quality toys and equipment both inside and outside. Playgroup sessions are well organised to provide a good mix of times when children choose their own activities and times to take part in more structured, adult lead activities. The regular changes of activities and moves between the indoor and outdoor play areas ensure the children remain interested and stimulated in their play.

Children have good opportunities to develop their skills in communicating, literacy and language. They are very articulate and are encouraged by the staff to engage in conversation, ask questions and share their ideas and opinions. Staff in turn take time to listen to the children offering their own suggestions and advice. Activities to develop children's numeracy and problem-solving skills are included in the daily routines as children help count the number of children present, make patterns using beads and follow picture instructions when using construction toys. The staff introduce children to other cultures and ways of life as they plan imaginative experiences linked to themes and projects. For example, a visit from an African storyteller to share tales of African animals during a theme on animals. Children have some opportunities to develop their creativity and imagination through play in the home corner, music and painting activities. Children would benefit from the opportunity to expand these experiences by taking part in a variety of role-play opportunities and selecting their own materials for Art and design activities.

Everyday activities such as practising the fire drill, picking toys up on the floor and sweeping up sand allow children to learn to keep themselves safe. They are encouraged to stay healthy as they develop good hygiene habits at mealtimes and when using the toilet. Healthy eating is encouraged in the setting and the children enjoy daily opportunities for regular exercise and fresh air. They begin to

understand the importance of exercise for their bodies as they are encouraged to warm up and cool down before and after physical play. Good strategies for supporting positive behaviour are in place and the children are provided with plenty of opportunities to learn to share, take turns and be kind and tolerant to each other. The staff provide praise and encouragement and the regular change of activities ensures that children do not become bored or fractious. There are clear steps in place to deal with inappropriate behaviour including calm, clear explanations as to why behaviour is not acceptable, a warning system and time away from an activity if children persist. These experiences help children to learn right from wrong and develop a sense of responsibility.

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

Leadership and management

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| 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

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| 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 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 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.