

# Pulloxhill Playgroup

Inspection report for early years provision

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**Unique reference number**

EY371595

**Inspection date**

06/11/2008

**Inspector**

Lynne Kathleen Talbot

**Setting address**

Pulloxhill Lower School, Fieldside Road, Pulloxhill,  
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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

Pulloxhill Playgroup originally opened over 30 years ago, re-registering in new premises in April 2008. The provision operates from two rooms in Pulloxhill Lower School, Bedfordshire. Ramps to the entrances means that the premises are easily accessible. Children have access to a fully enclosed outdoor play area.

The setting is open each weekday during term-time and sessions are from 09:15 to 11:45, a lunch club from 11:45 to 12:30 and the afternoon session from 12:30 to 15:00. Children attend a combination of sessions. There are 20 places for children under the Early Years Register (15 in the afternoons) and there are currently 40 children attending who are within this age group. Most of the children live locally or travel from the surrounding areas. Five attend other settings offering care under the Early Years Foundation Stage (EYFS).

There are eight staff members. Of these, six hold relevant childcare qualifications and one is completing training to achieve a Level 2 childcare qualification.

## Overall effectiveness of the early years provision

The setting's daily practice is very effective in ensuring that children make good progress. They enjoy their time at the setting and purposeful planning makes full use of observations made by staff, fully involves the parents and carers and is reviewed regularly to ensure it continues to meet the needs of children attending. Staff and committee work well to review and self-evaluate all areas of practice, meaning that they recognise their strengths and weaknesses and plan for improvement. Very effective links with parents and carers help to involve them in their children's care and education, whilst links with other professionals ensure that every child is treated as an individual with their specific needs taken into account and accommodated. Good arrangements are in place to ensure that all welfare, health and safety needs are positively supported.

## What steps need to be taken to improve provision further?

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

- continue to develop planning to show how individual children will be supported showing differentiation for individual needs
- increase opportunities and access for children to find out about the uses of everyday technology and materials to support their understanding of the sciences.

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

- carry out a full risk assessment for each type of outing undertaken, which includes an assessment of required adult: child ratios, and ensure this is reviewed before

24/11/2008

embarking on each specific outing.

## **The leadership and management of the early years provision**

Robust safeguarding policies and procedures ensure that children are well protected. For example, staff actively seek updated training and there are comprehensive procedures to ensure the security of the premises. Recruitment procedures, inductions and regular appraisals with staff to continue professional development, mean that children are cared for by eminently suitable staff. The daily implementation of the setting's policies ensure that children's welfare remains a priority. Generic risk assessments and daily checklists are used to manage and eliminate risk. However, there has been no assessment for risks relating to outings and this means that children's wellbeing could be compromised.

The manager and staff use thorough procedures for reviewing daily practice. They evaluate all sessions and actively seek feedback and involvement from parents and carers. Methods used include newsletters, questionnaires, settling in reports, termly reports and meetings plus ideas sheets provided to parents to involve them in the learning programme at home. There are clear procedures for identifying all children's specific needs and for seeking appropriate support in partnership with parents and carers. This means that children's care is consistent and they are always offered highly appropriate support to enable them to make good progress.

Self-evaluation involves all staff and provides an accurate assessment of the setting, reflecting monitoring that is appropriately vigorous. There were no improvement areas identified previously due to the re-registration. However, a proactive approach has been shown as the setting has introduced opportunities for parents to suggest improvements as well as embarking on a complete review of the outdoor space to fully encompass it in daily routines.

## **The quality and standards of the early years provision**

Children are offered good opportunities to help them progress and develop across all areas of learning and development. Staff plan flexible activities based around themes such as holidays, 'Dora the Explorer' and the witch's broom story. This is based on thorough baseline assessments and informed with daily activities identified as either adult-led or those child-initiated following interest or observation of the children. The planning and assessment methods show that staff know and support children well. However, there is currently no differentiation shown within planning to either support or challenge individual children and this means they may fail to make full use of the learning opportunities offered.

Children confidently solve problems and use their developing understanding of numbers and counting. For example, they share items they find, discuss sizes of clothing, predict further size changes and count out pieces of fruit deciding on the fair and equal amount for each child. Children have access to technology through a laptop computer and remote control vehicles during planned activities. However,

they have few opportunities to independently select and explore other technology or materials such as magnets or magnifying glasses as they are not freely accessible. This limits their exploratory learning instinct and inhibits self-motivated learning.

Children are animated and inquisitive. They express themselves freely and confidently, sharing thoughts and ideas. For instance, when using fresh vegetables (runner beans) in the role play area, children take them apart, discuss the 'seeds' at length, eventually deciding that they should plant them the next day and try to grow them. They consider each other's feelings and help each other. Children make suggestions for activities that are recorded in a book by staff and later incorporated into sessions. This values children's contributions and ideas. They show independence as they prepare for snack, pour drinks, put spread on their bread and wash up afterwards, developing good social skills.

The outdoor area is clearly recognised as an extended resource and is used throughout the session. Children may move freely between the indoor and outdoor areas. There are resources suitable to promote all areas of learning including a large whiteboard attached to the wall to facilitate mark-making on a larger scale. Children also access the school playground and a large adventure play structure. In summer, they utilise the swimming pool which offers them further physical activity. Children are cared for in a safe, secure environment and gain an understanding of how to take care of themselves. They show this as they talk of wearing oven gloves when they play in the role play kitchen, speaking of the oven burning as its hot. They learn about emergency evacuation through practice and by discussing project works on the emergency services with staff. Children share their knowledge freely and explain to others that ladders and diving boards are for people bigger than themselves. Children gain a very good understanding of their health and wellbeing as they participate in the Under 5's Healthy Eating Award scheme, exploring links between food, hygiene and exercise on their general health.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
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](http://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.