

Carleton Rode Playgroup

Inspection report for early years provision

Unique reference number EY296438
Inspection date 13/10/2008
Inspector Ann Taylor

Setting address Carleton Rode C of E VA Primary School, Church Road,
Carleton Rode, Norwich, Norfolk, NR16 1RW

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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

This playgroup operates from two bases in the village, the village hall and school. On Mondays and Tuesdays, where it is known as the kindergarten, it is based in 'The Cabin', a purpose built building in the school grounds with its own play area. Here, it has use of the school's mini gym and opening times are 09.00-11.30. On Thursday and Fridays it runs from the village hall, where there is also an open outdoor area with play and climbing equipment. Times here are 10.00-12.30. There are currently eight children on roll aged between three and five years, five of whom are government funded. The playgroup was operating in the village hall during the inspection, which was not their usual Monday location. It is registered on the Early Years and Voluntary Childcare Registers.

There are four staff, one of whom is new. Two, including a supervisor, hold suitable early years qualifications with the Friday supervisor being a qualified teacher at the village school. Overall management is through a committee, mostly made up of parents. The playgroup is a member of the Norfolk Early Years Network and receives good support from the Local Authority's Day Care adviser and Link Teacher. The village hall is accessible for those with restricted mobility.

Overall effectiveness of the early years provision

This is a playgroup benefiting from a stable staff. Numbers attending are very small so there is time to really get to know each child's personality and needs. Staff are starting to respond positively to the new focus on increasing children's learning and development. However, they are the first to acknowledge it is early days and recognise the need for more whole staff training. Most issues from the last inspection have been satisfactorily resolved. This shows the playgroup's prospects for further improvement are positive. There is still more to do with regard to helping children, especially the quicker learners, reach the next stage of their development.

What steps need to be taken to improve provision further?

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

- implement specific whole staff training in order to raise awareness of the learning and development needs of the Early Years Foundation Stage (EYFS)
- use the information gained from how well individual children are progressing, in order to be more precise in moving them on to the next stage in their learning
- ensure a more consistent uptake of activities designed to improve children's early writing and numeracy skills, in both locations

The leadership and management of the early years provision

Management involves a shared approach from the team, now made more possible because there are staff meetings. Planning and delivery of activities is led by one of the two supervisors, although there is no dedicated management time. With numbers of children being very small, financial considerations are always pressing. There have been clear improvements in the way activities are planned and assessed, but the information gained is not used as well as it could be. The supervisor who does the planning is enthusiastic about the new EYFS and welcomes the potential it offers for improving children's learning. She is keen for more dedicated training to bring other staff up to speed. A positive start has been made on evaluating what works well and where improvements are needed. Links with parents and others are good. The supervisor is keen to visit other settings to see good practice; she values the support provided through the local network of playgroups which help improvement. There are productive links with the Reception class through shared facilities and the fact that staff work in both school and playgroup. Welfare issues are attended to conscientiously, with the playgroup correctly recognising that risk assessments need tightening up on and more staff need first-aid and child protection training. All necessary systems are in place to ensure children's safety and welfare. Relationships are very caring and homely. There has been good support from the local authority to help practice improve. Staff manage the demands of a split site playgroup well. However, they have noticed that the dynamics of the Cabin with less open space makes for more focussed and sustained play and learning. This was discussed with the supervisor in response to the fact that no one used the writing table in the village hall during the inspection. When in the Cabin, the supervisor reports all activities are well used. Getting an equal spread of play and learning at both sites is an area for development.

The quality and standards of the early years provision

Children thoroughly enjoy an interesting range of activities, for example, making clay hedgehogs. Their care is good and they receive lots of good quality guidance to keep them safe and secure, such as advice when standing near to the swing. They eat healthily enjoying fruit, but having a sensible balance too. They enjoy handing round biscuits and being helpers, but chances for them to be even more independent, for example, by fetching their own coats and shoes when going home are missed. There is a reward system, but it is not used when opportunities arise, to encourage good behaviour and better listening, which children occasionally need help with. Staff do not always play an equal role in helping the children to develop their language and sometimes questions elicit one word answers rather than sentences. Children receive a good amount of adult support when using the computer, which helps them concentrate for long periods of time and therefore enjoy a good deal of success. Staff know the children well and what they are capable of. This information is not yet used well enough to plan activities which highlight what individual children, especially the quicker learners, need to do next, such as learning new colours or numbers from 10 onwards. The playgroup complies with the requirements of the Childcare Register.

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?	Good
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?	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?	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 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 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.