

# Leeman Road Playgroup

Inspection report for early years provision

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**Unique reference number** EY318188  
**Inspection date** 07/10/2008  
**Inspector** Tony Anderson

**Setting address** St. Barnabas C of E Primary School, Jubilee Terrace, York,  
North Yorkshire, YO26 4YZ

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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**

Leeman Road Playgroup is set within St. Barnabas Church of England Primary School, where the group shares a large area with the reception class. The room is open plan but partitioned, to provide separate accommodation for the playgroup when required. It has its own entrance/exit and a further exit door, leading to an enclosed outside area, which is also shared with the main school's reception class. Children also have access to the school field and wildlife area, to support their learning and development.

The playgroup is open on Tuesday and Friday mornings during school term time and all day on Monday, Wednesday and Thursday. It caters for 26 children, from two years old to under five years old. The playgroup is registered on the Early Years Register. The playgroup employs four staff who are suitably qualified.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the playgroup's provision is satisfactory. Staff create a positive and friendly atmosphere for learning and play but there are some inconsistencies in day to day planning and the outdoor facilities are under used as a learning environment. All children make progress in their learning and personal development but relatively new monitoring and assessment systems do not yet clearly demonstrate outcomes for children. Children's welfare is promoted well and their safety is supported by regular risk assessments, both on site and in preparation for occasional trips and visits to the local community. Parental support is strong and a recent questionnaire demonstrates wide satisfaction with the work of the playgroup and with children's safety and well-being. Partnerships with the local school of which the playgroup is a part, are good and this supports children's learning and enjoyment. Self evaluation and planning for continuous improvement are not yet fully in place and the improvements since the last inspection are satisfactory.

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

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

- improve the quality of the playgroup's self evaluation and use this information to promote continuous improvement
- improve the planning of day to day activities to promote the quality of early years learning
- improve the quality and use of assessment and tracking information to ensure that children are receiving appropriate and effective support in their learning
- make improved use of the outside facilities to support children's learning

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

The leadership and management of the playgroup is satisfactory. Staff are appropriately trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. Staff are well supported by an active and supervisory committee and the 'chair', who is also a parent of children at the main school, is a regular and supportive visitor to the playgroup. Staff clearly know their children well and there is a feeling of harmony and tranquillity in the playgroup's setting.

Appropriate written policies and procedures are gradually being prepared and implemented at the playgroup and some are being subjected to review, to take account of changes in legislation. The provision of care and welfare is good and staff are quick to help and support any children in need of assistance. However, the lack of an effective self evaluation system, prevents staff from being clear about their priorities for development and does not allow them to consistently monitor and evaluate the success of their playgroup. New assessment and tracking systems, which have been introduced following advice from the Local Authority, are bedding in well but it is not yet possible to assess their longer term effectiveness and impact on children's learning.

Links with parents are good and the playgroup has recently introduced wider opportunities for parents to meet with the playgroup's staff and to share ideas about their child's early years development. A recent parental questionnaire demonstrated good relationships and strong support for the work of the playgroup. The playgroup's capacity for further improvement is satisfactory.

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

The effectiveness of children's learning, development and welfare is satisfactory. The playgroup's staff are friendly and approachable and well supported by members of the playgroup's committee. Staff create positive relationships with children and their parents. Day to day planning is largely informal and although good opportunities are taken to involve children in making choices, for example by responding to a child's request to draw colourful leaves, the lack of structured planning leads to some inconsistency in the pace and direction of children's individual learning and progress.

The playgroup's environment for working and play is good and there are a wide range of learning and play resources available. Some questions asked of children are good in developing their speaking and listening skills but occasionally, insufficient open ended questions are asked, which does not take advantage of children's observed enthusiasm. As a result, children are not always active learners and they sometimes wait for further instructions and guidance from adults.

Written records of children's efforts and endeavours are good but are not always used to maximum effect, to prepare them for their next steps. Staff were unable to demonstrate that the recorded and evaluated progress of a range of children was being used to good effect in planning for the future. However, longer term assessments and evaluations of children's progress are used well, to provide the

main school with an overview of progress made over time, by each child at the time of transfer from the playgroup to the reception class.

Each child has a key person assigned to them and this helps to support the welfare, health and well-being of every child in the playgroup. Children respond well to advice towards their own safety and they are aware of evacuation routines. They are encouraged to behave well and observations of the playgroup's activities showed that this was usually the case. The indoor and outdoor facilities are subject to regular risk assessments and the recommended fire blanket has been provided since the last inspection. Most children make a satisfactory contribution to the playgroup's community and its promotion towards their future development and learning is satisfactory.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	Good

### Quality and standards

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