

Frampton Playgroup

Inspection report for early years provision

Unique reference number	253449
Inspection date	14/11/2008
Inspector	Sharon Waterfall
Setting address	The Village Hall, Middlegate Lane East, Frampton, Nr Boston, Lincs, PE20 1AU
Telephone number	01205 724636
Email	
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

Frampton Playgroup is a committee run provision, which has been operating for over 25 years. The group operates from the village hall and has the use of the entrance hall, main hall, kitchen, storage cupboard and toilet facilities. There is an enclosed outdoor play area attached to the building. Children from Frampton and surrounding rural villages attend the group. The setting is on one level and has a disabled toilet facility.

The playgroup is open each weekday during school term-time from 09:30 until 12:00.

There are currently 34 children on roll within the Early Years Register and this includes children who are in receipt of nursery funding. The playgroup support children with learning difficulties and/or disabilities and those for whom English is a second language.

The playgroup employs seven members of staff. Of these, most have completed childcare qualifications, whilst others are currently undertaking further training. The provision is a member of the Pre-School Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Children are warmly welcomed into a setting with a strong ethos on the uniqueness of each child. Systems are extremely effective in ensuring that all children are included and the learning and development they receive is tailored to their specific needs. Relevant information is shared with parents regarding children's starting points and progression, though they are not fully involved in planning children's future learning. Monitoring and evaluation of the provision ensures continual improvements are implemented and partnerships with wider agencies supports children's development.

What steps need to be taken to improve provision further?

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

- ensure parents have opportunities to contribute to their child's learning and development record and are involved as part of the ongoing observations and assessment process
- take all reasonable steps are taken to ensure that hazards from hot drinks are kept to a minimum.

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

- ensure robust procedures are in place to make suitability decisions of staff using evidence such as references.

31/12/2008

The leadership and management of the early years provision

There is a strong team ethos within the setting and staff demonstrate their commitment to continually improving the service provided through on-going training, development meetings and their positive attitudes. The whole planning, observation and assessment structure has been changed to actively and effectively use the key person system and the comprehensive information gained from it to inform children's learning. This has led to identifiable improvements in the range of activities provided, the use of the outdoor space for play and the ability for children to lead aspects of their own learning. Monitoring and evaluation systems include a self-evaluation which realistically identifies gaps in the provision. This has generated ideas and resolves for future improvement, for example, through a checking process for meeting all areas of development a gap in linking sounds and letters was highlighted. Children's assessments and key person plans demonstrate that this area has been covered and staff will discuss which activities met this criteria to ensure they improve their knowledge. Opinions of parents are sought in making changes, and advice and guidance is sought and implemented from supporting agencies.

Recruitment and vetting procedures in the main ensure staff are suitable for their roles, however, formal references for new staff known to the setting have not been obtained. An annual appraisal monitors on-going suitability through identifying individual training and development needs. All staff have attended relevant training in child protection and the staff member with lead responsibility for safeguarding has appropriate links with relevant agencies. The staff work closely with a range of direct support and advisory agencies, in conjunction with parents to ensure that their practice is inclusive for all children. Written policies and procedures meet the requirements of the EYFS in the main.

Information about their starting points is gained from parents before the child commences and is used to ensure young children can settle into the setting. The key person system ensures parents have a point of contact that knows and supports their child's progress well, ensuring communication sharing is on-going. A home link book details children's progression to the early learning goals, though currently parents are not actively involved in planning their child's next steps. Parents are informed of the topics and themes the children will be engaged in and planning is displayed for them to see. These consistent strategies ensure children's needs are met.

The quality and standards of the early years provision

Children are actively involved in their setting from the moment they arrive as they self-register their names on their chosen drink for the session. Decision making skills are developed as they are able to make choices about what they want to do. The range of activities covers all six areas of learning which are coordinated by a staff member responsible for planning. Children's individual observations,

assessments and activities are completed by their key person ensuring that children's experiences are tailored specifically for them. The system works extremely well and the coordinator ensures that all aspects of learning have been covered over the academic year, highlighting gaps and revisiting required learning needs.

Mathematical language is used in children's play as they describe shape and measure items. Leaves collected from a nature walk were used in printing to look at their patterns and to count in sequence. Language and communication skills are developed as the children discuss with one another what they are doing in their play. They join in when stories are read to them, guessing what might happen next and talking about what they see in the pictures. Trusting relationships are built as children chose staff members to read to them on a one-to-one basis also. Opportunities for early mark making take place daily as children have free use of graphics materials such as paint and pencils. Older children are beginning to form recognisable letters within their names, whilst younger children enjoy drawing and representing the world through pictures. The children are active learners and are able to explore their environment as they take regular walks in the local area. They use magnifying glasses to closely examine the features of natural products and bake and decorate cakes, observing the changes in the ingredients.

The role-play area is organised into interesting themes to extend children's learning and develop their imaginations. During a shoe shop theme, a foot measurer from a well known shoe shop came in and helped the children to measure their feet. Exciting insects have also visited enabling the children to learn about the creatures and how they live. Children's behaviour is good, they respond well to the known routines and are encouraged to share and take turns through the daily activities. Healthy lifestyles are encouraged through nutritious snacks and regular outdoor play. Risk assessments have been completed and have identified many hazards, which have been resolved. However, hot drinks are within the children's vicinity and pose a risk to their safety. The children are actively engaged, are inquisitive learners and enjoy their time in pre-school.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2

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 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.