

Langer Playgroup

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | 251550 |
| Inspection date | 11/12/2008 |
| Inspector | Deborah Kerry / Hazel Meadows |
| Setting address | St Edmunds Hall, Langer Road, Felixstowe, Suffolk, IP11 2HS |
| Telephone number | 07961 825637 |
| 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

Langer Playgroup was registered in 1993. The group serves the local area and is committee run. It operates from St Edmunds Church Hall and they have the use of the whole building as well as an enclosed outside area. It is located close to the seafront in Felixstowe, the local school and park. The building is accessible via a step.

The group is registered for 20 children from the age of two to five years. There are currently 13 children on roll, of these, seven are in receipt of funding for early education. The playgroup supports children who have additional needs and children who speak English as an additional language.

The group opens each weekday morning from 09:05 until 11:35, term time only.

The group has six members of staff, of these, two hold appropriate early years qualifications. All the staff have attended some early years training and some are working towards an appropriate qualification. The group receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting is a member of the partnership.

Overall effectiveness of the early years provision

Langer Playgroup provides effectively for children in the Early Years Foundation Stage (EYFS). Children's welfare is well promoted through caring staff who know the children well and are attentive to them. The staff have good partnerships with parents to support children's learning and development well. There are effective systems in place to evaluate practice and the activities provided for children's learning, which supports the playgroup's commitment to continuous development and improvement.

What steps need to be taken to improve provision further?

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

- ensure observations and assessments which identify children's next steps, are clearly linked to, and used to inform, future planning
- provide more opportunities for children to develop their pre-writing skills by encouraging mark-making using a variety of different mediums
- increase opportunities which ensure children are active learners, creative and have opportunities to initiate their own play and pursue their own ideas.

The leadership and management of the early years provision

All staff have developed their knowledge on the EYFS to support children's learning and development effectively. They work together well as a team under the

guidance of a manager who is committed to providing high quality care and education for all children. For example, staff development is valued and team meetings are used successfully to discuss and share good practice and to develop the staff's observation skills. Children are cared for by suitable, qualified staff and excellent ratios are maintained ensuring children are well supervised and supported. Staff are aware of their roles and responsibilities in safeguarding children and are able to put procedures into practice when necessary to ensure the safety of the children. Clear policies and procedures are in place to guide staff and inform parents including thorough risk assessments which are carried out yearly and reviewed regularly.

Monitoring and evaluation is ongoing and the manager is aware of the strengths of the setting and the areas that need developing. Strong leadership and a positive role model enables the staff to reflect and evaluate their practice as they work together to meet the individual needs of all children. All recommendations from the last inspection have been addressed and children benefit from the staff's ability to use child observations to plan the next steps for the children. The staff have built close relationships with the parents and families of the children. Parents provide detailed information about their child enabling the staff to care for the children and plan effectively for their individual needs. The partnerships with other settings which children attend are not yet established to share individual children's information, such as their interests and achievements.

Staff have sound understanding of learning through play and are developing their familiarity with the EYFS. Plans cover all areas of learning and the learning journeys are well kept, clear and regular observations and evaluation identify the next steps for each child's individual learning. However, this is not clearly linked to inform future planning to help individual children progress in their learning. The playgroup have good links with the church and the proposed changes to the premises and improvement of the access and facilities, along with the development of an outside area will enable the children to have access to a secure, enclosed area for physical play.

The quality and standards of the early years provision

Staff undertake regular observations on children which are recorded in their learning journey progress records. However, there are missed opportunities to promote and extend the children's learning through daily activities. For example, by encouraging the children to count the number of beakers required at snack time. Opportunities are provided for children to make marks and develop pre-writing skills and control. For example, sand, paint, pencils and paper are available, although there are limited opportunities for children to write for a purpose in their play. There are some opportunities for children to begin to recognise their names through daily routines. Children enjoy exploring the natural world through regular walks to the local parks plus the nearby beach and they also do some planting in pots outside. They have opportunities to develop their physical skills and competence on the climbing frame and balance bar.

Children are making good progress towards the early learning goals and have

positive attitudes to learning. They are keen to come into the group and explore the activities available. Play is planned around flexible themes, however, there is not a balance between adult-led and child-led activities to ensure children are active learners and creative as children have limited opportunities to initiate their own play and pursue their own ideas. For example, children had the opportunity to make and decorate Christmas crackers, cards and party hats, which were all adult led.

Children are able to manage their own toileting needs well and are provided with a range of foods at snack time to promote their good health. Regular practise of fire drills ensures that children understand how to keep themselves safe in an emergency. Through regular walks children are developing an excellent knowledge of road safety and they know that they must wait for the 'green man' at the crossing before they cross the road. Children are developing an understanding about other cultures and beliefs through a range of resources and by celebrating different world festivals throughout the year. Children enjoy song time, as staff use hats and wigs as props for different songs and ensure that all children can take part if they wish, helping them to learn about sharing and taking turns. Staff are calm and use consistent strategies to manage children's behaviour, they receive positive praise from staff on their efforts and achievements. As a result, children learn right from wrong in a positive, supportive environment.

Staff ensure that they provide feedback to parents about their children's needs and interests to ensure that they are involved and included in their child's early education, at the end of the session. Parents and carers are involved in children's learning as the learning journey is shared with them and their contributions are added to their child's record. Parents are also asked to identify children's starting points when they begin at the group through use of an 'All About Me' booklet. Also others in the community contribute to children's play and learning experiences. For example, the Vicar, visitors and outings to shops. Children with learning difficulties are fully supported, the play leader has attended additional training to ensure that children's needs are identified and supported. The staff liaise with other professionals so that their individual learning needs are clearly identified, which enables staff to plan activities to ensure that they make progress in their learning and development.

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? | 2 |

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? | 2 |
| 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 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.