

Eaton Elephants Playgroup

Inspection report for early years provision

Unique reference number EY254180
Inspection date 05/11/2008
Inspector Caroline Wright

Setting address Eaton Primary School, Purtingay Close, NORWICH, NR4
6HU

Telephone number 01603 502454

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).

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

Eaton Elephants Playgroup is privately owned. It opened many years ago but was re-registered in 1997 following a change of ownership. It operates from a mobile classroom within the grounds of Eaton Primary School in Eaton, on the outskirts of Norwich, Norfolk. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open from 09.00 to 15.00 on Mondays and Fridays, according to demand, and from 09.00 to 12.00 on the remaining weekdays during school term times. All children share access to a secure enclosed outdoor play area. The premises is mostly on one level and is easily accessible.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 69 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 37 children receive funding for early education. Children come from the local community and further afield. The playgroup works effectively with Eaton Primary School and other childcare providers to support children's individual needs.

The playgroup employs six members of staff. Of these, four hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The individual needs of children in the setting are well met. Children enjoy their time in the playgroup and overall, make good progress in their learning and development. Their welfare and safety is very well promoted by secure procedures and very clear policies, which are rigorously followed and reviewed regularly by the whole staff team. Key persons share information with parents and other professionals to meet children's individual learning and development needs well. All children are well supported and as a result, they demonstrate high levels of self-esteem and are confident learners. Self-evaluation procedures are in place and successfully identify strengths and weaknesses in the provision, securing ongoing improvement. However, the monitoring of teaching does not always accurately identify areas of weakness in the programme for early education.

What steps need to be taken to improve provision further?

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

- use day-to-day observations and assessments of each child's achievements and interests to plan learning experiences
- develop the system for monitoring and evaluating the quality of teaching and learning

The leadership and management of the early years provision

Very good information is provided to parents about the setting and how to support their children at home; regular updates from key persons enable them to effectively share their children's learning. Close links with the school and childminders, who also care for the children, support individual needs very well. Thorough induction procedures, a robust system for vetting adults' suitability and excellent risk assessment procedures lead to effective team working and contribute effectively to children's overall safety and welfare.

All members of staff demonstrate an excellent knowledge and understanding of safeguarding children procedures and are pro-active in enabling children to understand how to keep themselves safe. Ongoing self-evaluation by the whole team and regular appraisals successfully inform training and help to develop improvement plans. However, there is not enough emphasis on monitoring teaching and learning and as a result, some weaknesses in the programme for learning and development have not been identified.

The quality and standards of the early years provision

Staff working with children in the setting demonstrate a good knowledge and understanding of how young children learn. They help all children to make good progress, including those who have learning difficulties and/or disabilities and those who speak English as an additional language. Key persons plan a good range of activities, which are prepared before children arrive each day. As a result, children enter the playgroup with confidence, leave their parents and carers easily and are eager to play with the interesting resources available. Planning for activities is clear and well balanced over time, providing children with stimulating learning opportunities across all of the early learning goals. Key persons carry out ongoing observations of children to monitor progress. However, they do not use assessments to inform planning for individual needs and they do not always capitalise on opportunities to help children to extend their learning. For example, opportunities for children to write for a purpose, such as in role play situations and everyday routines are missed.

Children are able to make choices about what they do throughout the session and benefit from good access to the outdoor play area. Staff have plans in place to make further improvements to the provision for outdoor play to further enhance children's independent learning so that in future, they will be able to pursue their own interests in their preferred learning environment. Children enjoy telling their own stories and developing their language when they play at 'Bob the Builder'. They use tape measures and wrap up boxes with large sheets of paper to develop their mathematical skills. They learn about nature when they collect leaves and fir cones in the school 'spinney'. Good opportunities are provided for children to use large and small equipment. As a result, children move with co-ordination and control, making good progress in their physical development. Children use everyday technology, such as telephones, electronic pianos and digital cameras to help them to develop their knowledge and understanding of the world. This contributes effectively to their future economic well-being.

Staff give high priority to children's health and safety. They provide excellent opportunities to help children to learn to look after their own bodies and lead a healthy lifestyle. For example, children have plenty of fresh air and exercise and eat a health snack, with organic fruit and vegetables each day. Excellent activities, such as road safety tracks and regular visits from Community Police Officers provide children with first-hand experiences that help them to learn to keep themselves safe outside the setting. Children develop positive attitudes towards diversity and join in with local community events. For example, they raise funds for Children in Need and participate in the school's Indian summer celebrations.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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 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.