

Grundisburgh Playgroup

Inspection report for early years provision

Unique reference number	251499
Inspection date	24/11/2008
Inspector	Cecelia Davies
Setting address	Alice Driver Road, Grundisburgh, Woodbridge, Suffolk, IP13 6XH
Telephone number	01473 735161
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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

Grundisburgh Early Years Centre Playgroup is managed by a voluntary management committee made up of parents of children at the pre-school. It opened in 1991 and operates from one room in purpose built premises within the grounds of Grundisburgh Primary School. It is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday during term time only from 09.15 to 11.45, with a lunch club on Mondays, Wednesdays and Fridays from 11.45 to 13.00. All children share access to a secure enclosed outdoor play area. There is suitable access for wheelchair users.

There are currently 27 children from three to five years on roll. Of these 25 children receive funding for early education. Children come from the local and surrounding area.

The playgroup employs six staff, all of whom hold appropriate early years qualifications. The playgroup receives support from the local authority and from the reception class teacher at Grundisburgh Primary School and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Grundisburgh Playgroup provides firm foundations for its children. They are safe and happy and their individual welfare needs are valued and respected in an inclusive environment. Management and staff have the knowledge and skills to ensure that the needs of all children are met. The welcoming environment promotes positive attitudes and satisfactory learning. Staff have a sound understanding of what needs to be done to improve. Issues raised at the last inspection have all been addressed effectively and capacity to improve further is good.

What steps need to be taken to improve provision further?

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

- make more relevant links between the six areas of learning and provide a better balance between the adults directing what children should do and children making choices about their learning activities
- refine assessment so that children's stage of learning and what they need to learn next is more precisely identified.

The leadership and management of the early years provision

Clear policies and procedures guide staff and inform parents about playgroup provision and expectations. Children's safety and welfare are high priorities.

Robust safeguarding policies ensure that children are well protected. Regular checks of equipment and facilities ensure they are safe for children to use. Supervisors have improved the playgroup's practice and policies to ensure that the recommendations made at the last inspection have been dealt with effectively. The playgroup runs smoothly on a day-to-day basis where resources are well used, stimulating and meet the interest of children attending. Children benefit from the enthusiasm of the staff and their commitment to training. They have welcomed visits from local authority advisers. After a recent visit, staff have taken notice of advice, putting this into practice in order to develop curriculum provision and assessment.

Parents' views are sought formally and informally and they are impressed with the playgroup and all that it provides. They feel well informed of their child's progress and are looking forward to a formal parents' evening later in the week. Staff work well with parents and carers of the children, valuing their contribution as partners in their children's learning. Strong links with the adjacent primary school are beneficial for helping children become familiar with a larger setting before they start in the reception class. Older children benefit from using the school hall for physical activities and weekly visits from the reception teacher aids children's transition and continuous development of skills between playgroup and school. There are good links with outside agencies so that if the need arises, they can request advice for providing for children who need extra help with learning. Self evaluation is satisfactory with some account taken of views of children, parents and staff. Currently there is not an updated formal style of recording the playgroup's self evaluation of its provision.

The quality and standards of the early years provision

Children have fun learning and are given sound opportunities to help them make progress. However, there are not enough relevant links made between the six areas of learning so that skills used in one area can be developed in another area. Activities and experiences are not always planned to take account what children can do and understand. This limits children's progress because what they need to learn next is not precisely identified. Learning opportunities for children under five are planned in accordance with the Early Years Foundation Stage requirements. Children are confident to choose activities but there is not a balanced range of free play and adult-led activities. Most time is given to children choosing their own activities from the accessible range of good resources, moving freely and confidently from one area to another. Some of the activities available are not always sufficiently challenging and some children lose concentration quickly. Generally children are well supported, for example, when playing shape games. Children have regular opportunities to work outdoors. They are independent and on a cold day, enjoy putting on warm clothes and using large wheeled toys with good skill. Children are encouraged to take a book home to share and they enjoy listening to stories. Children are introduced to letter sounds and parents are informed of the 'letter of the week' so that they can contribute to their child's learning.

A child's key person makes observations whilst children undertake specific tasks

and other adults are encouraged to make observations if appropriate. A good deal of useful information is recorded and has recently begun to be used to inform the child's 'Learning Journey' and support children's learning and development. The very good relationships between adults and children ensure that the children are happy and secure.

Every opportunity is taken to develop children's understanding of a healthy and safe life style. Visits from the police and dental nurse add to children's enjoyment as well as giving them valuable advice. Children are encouraged to play a part in the community and there are strong links with the local church. An attractive Nativity scene has been created by the children and will be put on display in the local church this Christmas. Every year, children contribute to displays and competitions at the village show. Children understand the importance of washing hands before eating and choosing healthy food at snack time. There is good emphasis on establishing clear routines and acceptable ways of behaving. Children respond well to the expectations of adults. They share and take turns. Social skills are taught and reinforced at friendly snack times and lunch time when adults sit with children. This is helping children contribute positively and prepares them for the future.

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?	3
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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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.