

# Over Kellet Playgroup

Inspection report for early years provision

---

**Unique reference number** 309409  
**Inspection date** 19/03/2009  
**Inspector** Diane Roberts

**Setting address** Over Kellet Village Hall, Nether Kellet Road, Over Kellet,  
Carnforth, LA6 1DT  
**Telephone number** 01524 730 904  
**Email** pamokpg@talktalk.net  
**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

Over Kellet Playgroup opened in 1977, it operates from Over Kellet village hall in Over Kellet, Lancashire. The playgroup has the use of the main hall, a meeting room, kitchen, toilets and storage facilities. Children have access to secure outside play areas. The playgroup is situated on a main road in the village. It is run by a committee and serves local towns and villages.

The playgroup is registered on the Early Years Register. A maximum of 25 children may attend at any one time. There are currently 39 children from two to under five years on roll. The playgroup currently supports a number of children with learning difficulties or disabilities. It is open during term time each Monday and Wednesday from 09.15 to 11.45 and each Thursday and Friday from 09.15 to 15.00. Children attend for a variety of sessions including lunch time on Thursday and Friday.

There are eight members of staff, seven of whom hold appropriate early years qualifications to at least NVQ level 2. The playgroup is an accredited member of the Pre-school Learning Alliance and receives support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled in safe surroundings where they are able to make choices in their play. Knowledge of each child's individual needs ensures staff generally promote all aspects of children's welfare and learning. There is a commitment to maintain continuous improvement as the recommendations set at the last inspection have mostly been addressed.

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

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

- extend opportunities for children to explore and experiment with sounds and texts including numerals
- review observational systems in place to assess children's progress to ensure consistency and they are being used to plan appropriate play and learning experiences based on children's needs and interests
- further develop links with other providers of Early Years Foundation Stage and parents to support transition, both between settings and between setting and school
- further develop use of outdoors to ensure children are offered freedom to explore, use their senses, and be physically active and exuberant regardless of weather

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

Children are cared for by a suitably qualified staff team who are clear about their roles and responsibilities in key areas such as safeguarding of children. For example, the setting has appropriate recruitment and vetting procedures to ensure adults are suitable. Staff complete risk assessments to make sure the environment is safe and well maintained. The majority of staff have attended child protection training and demonstrate appropriate knowledge of procedures to follow in the event of a concern being raised.

The newly appointed Manager and Deputy are aware of some of the weaknesses in the setting and are gradually becoming familiar with the Early Years Foundation Stage. However, systems to monitor and evaluate the provision and ensure any gaps are identified and addressed are weak. This means areas for improvement are not generally clearly identified or acted upon. Inconsistencies in systems for observational assessments and tracking children's progress mean that some children's achievements and progression cannot be identified as some records are not dated. Observations are not consistently used to inform planning thereby inhibiting effective preparation for children's next steps in their learning. However, there is some commitment to maintain continuous improvement. For example, the outside play area has been transformed to provide valuable outdoor play space to develop opportunities for children to experience a wider range of large physical skills. However, time in this area is limited as there is nowhere for children to shade from the sun.

Parents are made welcome into the setting and onto the committee. However, working together with parents and providers of the Early Years Foundation Stage to complement children's learning and support children's transition between the setting and school, is still at the development stage.

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

Children confidently choose from a range of activities and play opportunities throughout the session. Indoor space is well organised with children freely selecting from the wide range of equipment readily available to them in storage units, on the floor and on tables. Children benefit from the free-flow between indoors and outside, weather permitting. Playing outdoors means children are able to experience the elements firsthand. For instance, they have great fun collectively creating a painting on large rolls of paper on the grass and on the fence using lots of paint-filled spray bottles. Children are fascinated as they watch sprays of paint mix to make a rainbow of colours. Adults clearly explain successful techniques to the children such as keeping the bottles upright so the straw can suck up the paint. Children are engrossed as they learn that the paint applies more thickly the closer they are to the paper and thereby will not 'run' as much on the upright paper. Children further learn about the properties of liquid as they talk about the sun drying the paint and the different patterns and colours created. They demonstrate good use of language as they talk about 'squirting' the paint and 'spraying' the paper. Children have time to learn and gain from their experiences.

They work collaboratively together and when finished with their activity they know to put the sprays away without being reminded. This is indicative of their good behaviour in general.

Children's language is developing and they talk with confidence about their ideas and their intentions as they play. For example, children building a house for a doll, say to one another, 'you get the wood and I'll get the stones'. Demonstrating good use of language they talk about the stones being, 'smooth' and the doll being 'too big' for the bed. Good use of questioning techniques by staff ensures children are able to reason and solve problems. For instance, questioning about a doll being too big for a bed causes children to think about a solution before they answer. Good use of praise by staff, such as 'good choice' following children's answers results in children beaming with delight. Children use mathematical language well as they describe shapes of familiar things such as furniture. However, use of language and numeral text and experimenting with sounds, is limited throughout the session.

Children's awareness of healthy lifestyles and supporting their own health is developing. They enjoy a range of healthy snacks as they have opportunities to try various fresh fruits and vegetables and help themselves to drinks. Children follow appropriate hygiene procedures to support their health and well-being such as washing hands after toileting. Children are learning to take responsibility for their own safety. For example, they are gently reminded to be careful when using scissors and remain seated rather than walk around. Children regularly practise the evacuation procedure to familiarise themselves with what to do in an emergency.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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](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.