

CHADCA Playgroup

Inspection report for early years provision

Unique reference number

EY372282

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Inspector

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Setting address

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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).

Description of the setting

Re-registered in 2008 as a partnership, CHADCA Playgroup have been operating for over 40 years. The provision is registered on the Early Years Register to provide care and education for up to 26 children aged from two to under five years. The group currently has 45 children on roll. It is located in a residential area and operates from the CHADCA community centre in the west of Newcastle upon Tyne.

The children are cared for in one main room with access to a smaller room, toilets and an enclosed outdoor play area. The playgroup is open from Monday to Thursday 08.45 to 11.15 and also on Wednesday and Thursday afternoons from 12.15 to 14.45 term time only. Most children attending live in the local and surrounding areas. Funded nursery education is provided and the building is accessible to all.

There is an overall manager and a playgroup leader, who take joint responsibility for operational procedures, as well as a further eight staff. All staff have relevant qualifications or are working towards one. Close links are in place with various professionals based in the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The playgroup promotes inclusive practice well, the needs of the individual child being at the heart of all they provide. In addition children benefit from the sensitive, calm approach to their care provided by a long established, highly competent staff team. Adhering to a culture of reflective practice, the group continually strive to improve their provision, including plans to develop the outdoor area, thereby ensuring that children's welfare, learning and development needs are all well met.

What steps need to be taken to improve provision further?

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

- continue to improve and develop the outdoor area and ensure that children have daily opportunities for fresh air and outdoor play experiences
- further develop effective systems for observation and assessment to clearly identify children's starting points and ongoing achievements in order to reflect the progress they are making on their learning journeys.

The leadership and management of the early years provision

All parents and carers are welcomed into the playgroup. Staff are friendly and approachable, spending quality time talking to parents at the beginning and end of each session. Parents report that they are extremely happy with the group and

that their children love coming. Highly informative notice boards, newsletters and regular fun 'homework' bags for older children ensure the effective two-way flow of information between playgroup and home. Good links also exist with other early years provisions that children attend, such as local childminders, ensuring the exchange of relevant specific information, so each child's individual needs are well met.

All staff are actively involved in the self-evaluation process, which ensures a common sense of purpose between adults working together. The group have built upon this culture of reflective practice, self evaluation and informed discussion to identify their strengths and areas for development, which has a positive impact on outcomes for the children in their care.

Effective procedures for the recruitment and vetting of all staff ensures that children are well cared for. This combined with regular staff appraisals and effective overall monitoring ensures that all staff are aware of their roles and responsibilities and implement these consistently. Ongoing professional development is well planned by a dedicated training coordinator ensuring the continued provision of a highly skilled, competent staff team. In addition children are well protected by a detailed and consistently implemented range of policies and procedures as well as effective recording systems for medication administration, accidents and allergies. Complaints procedures are good and all staff are aware of the setting's child protection procedures.

The quality and standards of the early years provision

Children are happy, well settled and extremely confident as they leave their parents and quickly choose an activity to become involved in from the wide range available. The provision of technology resources including a laptop and mouse ensures children learn how to use these to interact successfully with age appropriate software and games. This is a popular activity but children are adept at using an egg timer to ensure all receive an equal length of time at the computer. This supports children's developing sense of well-being and self-control as they learn to accept that they may need to wait for something in order to share it effectively.

Children enjoy a wide range of healthy snacks such as fresh fruit, breadsticks and cheese. They are encouraged to follow good hygiene practices and call out enthusiastically 'to get rid of the germs' when asked why it is important to wash their hands. The promotion of good health awareness is further supported through songs about the importance of getting your five-a-day and planned visits from local health professionals such as a dentist. Older children in particular are very aware of their own personal needs, asking to visit the bathroom independently.

However, children do not have opportunity for fresh air on a daily basis as some of the outdoor area is not suitable at present. However, the playgroup have clear plans to improve this space in the near future. In the meantime, space is made within the hall for physical activity and staff take children outside, for example, to collect leaves, feed the birds or to buy fruit from the local grocers.

A well resourced role play area supports children's excursions into imaginary worlds. For example, children enjoy dressing up as fairies and dancing happily with their friends, whilst others dress in capes as super heroes or take their baby dolls out for a walk. Children of all ages have good opportunities to explore a range of media and materials including paint, play dough, music and movement. For example, children are eager to paint beautiful pink and purple flower pendants to give as gifts on Mother's Day.

Children receive lots of one to one attention, as staff-child ratios are high. Staff are well deployed and highly involved with the children at all times. They ask children appropriate questions that make them think, respond, and listen attentively to them, allowing them time to express themselves fully. During small group time children enjoy playing a board game together, using shape and number dice in order to move their spider up to the top of the drain pipe. This effective use of smaller groups affords staff the opportunity to focus on a few individual children at a time, differentiating activities accordingly.

All staff have a good understanding of planning for the Early Years Foundation Stage (EYFS), which is clearly based on the children's interests. They have produced relevant documentation to monitor and track children's progress in line with the principles of the EYFS framework and are beginning to use these observations to plan appropriate and challenging individual learning experiences. However, the setting is in the early stages of implementing this system and has yet to build upon it to more clearly record children's starting points and ongoing achievements in order to fully reflect the progress they are making on their learning journeys.

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 registration.

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.