

# Hadrian Park Under Fives Playgroup

Inspection report for early years provision

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**Unique reference number**

EY377056

**Inspection date**

20/01/2009

**Inspector**

Anthea Errington

**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**

Hadrian Park Under Fives Playgroup was registered in 2008 and is run by a private provider. It operates from within the grounds of Hadrian Park Primary School, Wallsend. The setting is accessed by a ramp and an enclosed paved and grassed area is available for outdoor play. The setting is registered on the Early Years Register and provides care for a maximum of 20 children from two years to five years of age. There are currently 34 children on roll. Hours of opening are Monday to Thursday 09.10 to 11.10 and 11.10 to 12.55 and Friday 09.10 until 11.10 term-time only. Children are taken to and collected from the nearby primary school. The group accommodates children from the surrounding area and all staff hold recognised childcare qualifications.

## **Overall effectiveness of the early years provision**

Children are cared for in a warm, welcoming and inclusive environment where staff are fully committed to ensure all children feel valued and acknowledged. Most documentation is in place; however, documents required by Ofsted to confirm the joint manager's suitability have not yet been submitted. The staff members have a good understanding of the Early Years Foundation Stage and plan activities well within the six areas of learning to ensure that children are sufficiently challenged. Observations and assessments of individual children are not yet fully developed to plan effectively for their next steps of learning and self-assessment is not yet fully in place to identify areas for future improvement.

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

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

- further develop plans for the Early Years Foundation Stage, to ensure observations and assessments based on the individual child's needs are used effectively to plan for their next steps of learning
- further develop systems for self-evaluation to make continuous and future improvements.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure procedures are completed that inform Ofsted to changes of staff with direct responsibility (Suitable people).

12/02/2009

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

Staff members are fully committed to developing their knowledge and practice further and welcome future relevant training. Most documents required for the

safe management of the provision are in place and are well maintained and organised. However, documentation required by Ofsted to confirm the joint manager's suitability has not yet been submitted. This poses a risk to children's safety. Detailed and well written policies and procedures personal to the setting clearly outline the service offered to children and their families. Staff members show a commitment to raising standards and address issues to make improvements such as the display and organisation of information within the setting. However, procedures to evaluate the setting have not been fully developed.

Staff members have a good knowledge of the Early Years Foundation Stage and provide a good range of purposeful activities to effectively support children's learning and development. They use observation and assessment skills to evaluate activities; however, these are not yet fully developed to plan for individual children's next steps of learning.

Staff have a clear understanding of their role in safeguarding children and are very aware of their responsibilities. Required records, policies and procedures are implemented effectively to promote children's welfare. Appropriate well written and organised risk assessments help to ensure that children are kept safe.

The group is fully committed to developing good working relationships with parents. Information is exchanged on a daily basis and parents are kept up to date with regard to topics covered through written notes and newsletters. Sufficient information is sought from parents which ensures a smooth transition and parents are encouraged to share in their children's learning at home. For example, they are encouraged to provide family photographs for the family tree display board to support and develop children's personal, social and emotional development included in the 'all about me topic'.

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

The setting is welcoming and inclusive to all who attend. Children are making good progress in their learning and development and are confident and inquisitive learners during their time spent at the setting. Staff have a clear understanding of child development and plan activities to support children within the Early Years Foundation Stage.

Children interact very well with one another and display care and concern for one another in their play. Older children have been given the responsibility of being 'buddies' and display a clear understanding of their role. For example, they involve themselves fully with the younger children and provide physical help to operate the play shop till. Younger children learn from them as they count out the two coins into the till drawer. Staff support children well as they make good attempts to put their coats on for outdoor play. Some children successfully complete the task and display pride in their achievements. Children's personal, social and emotional skills are developed further as staff encourage them to describe how they feel through purposeful activities and skilful questions. Children describe they that they are happy, and with support from staff they draw smiling faces on the face templates.

Children develop their problem solving and numeracy skills as they count the eyes they have drawn and correctly identify that they have 'one nose'. Older children concentrate very well as they place the correct number of counters on the card and skilfully count out seven counters. Staff use mathematical language throughout the session to develop children's understanding further, for example, they count the children before going outside, encouraging the children to join in. Children's love of books reinforces their communication, language and literacy skills. Staff regularly read to the children and provide good levels of challenge appropriate to their ages and stages of development. Children explain that authors write the stories as they sit down at story time together. Children use the resources well to develop their mark making and writing skills. Younger children handle crayons with skill as they make marks to the paper; older children display great pride in themselves as they successfully write their names. Staff provide lots of further opportunities for children to develop their hand and eye co ordination and support them extremely well through praise and encouragement. For example, they state that the scissors are like a crocodile, which then encourages the children to open and close them correctly in order to make cuts in the card. Children's awareness, knowledge and understanding of the world are promoted effectively as they have access to a suitable range of resources to increase their understanding.

Children's health and well-being are sufficiently promoted. Essential information on any special dietary or health needs is sought before they attend. For example, parents complete written information with regard to children's dietary and medical requirements. The satisfactory routine within the session provides children the opportunity to enjoy a healthy and nutritious snack; however, this is sometimes too rushed to ensure children can fully participate. Outdoor activities are an integral part of the children's day and they thoroughly enjoy the opportunity to play outdoors and exercise their bodies. Children develop their large motor skills as they attempt to pedal three-wheeled bicycles and older children manoeuvre skilfully around obstacles. Children are well behaved, well mannered and respond to the staff's instructions well.

## 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?	2
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?	2
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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 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.