

Guidepost Playgroup

Inspection report for early years provision

Unique reference number

EY361308

Inspection date

09/03/2009

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

Guidepost Playgroup is situated in Ringway First School, Choppington, Northumberland and is registered to provide care for 20 children aged from two to under five years. It is run by the trustees of Guidepost Playgroup and was registered in September 2008 when they relocated to the school from different premises in Stakeford, Northumberland. The setting is only registered on the Early Years Register. The group serves the immediate community and surrounding areas. The premises are open from 09.15 to 11.45 Monday, Wednesday and Friday during term time. There are currently 12 children on roll in the early years range who attend for a variety of sessions. The group provides support for children with learning difficulties. The setting uses one classroom for the main play area and the school hall is also available. An enclosed outdoor play area is available for outdoor play. The school grounds are also available for fully supervised play. Four staff work with the children on a daily basis, two of whom have an appropriate qualification and one of whom is also a committee member. Students and volunteers are welcomed into the setting. The group receives support from the local authority early years advisers.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory, however, there is an inadequate aspect of the provision. Whilst the care and welfare of the children is promoted adequately in the setting, through working with parents and the staff team following basic policies and procedures, a lack of observation and assessment and a key person system seriously impacts on children not achieving as much as they can and parents not being fully informed about their child's development. This also means that children's individual learning needs are not clearly planned for and contributes to staff lacking confidence in how they can promote an active learning environment.

Children are included adequately in the setting as the staff talk to parents about their child's needs and work with external agencies adequately. Children have some opportunities to learn about diversity through planned activities, which helps them begin to appreciate and respect different cultures. The setting is prioritising the main areas where improvement is needed by working closely with others to strengthen staff's confidence in providing for children's learning and development needs.

What steps need to be taken to improve provision further?

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

- maintain a clear view of the learning journey for all children but provide different learning opportunities for individual children or groups who may need extra support or more challenge
- ensure that there are regular opportunities to talk with parents about their

- child's progress and development
- ensure that active learning is promoted to enable children to have some independence and control over their learning to keep their interest and to develop their creativity.

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

- ensure every child is assigned a key person (organisation) 23/03/2009
- ensure that sensitive observations and assessment is undertaken in order to plan to meet young children's individual needs (organisation). 23/03/2009

The leadership and management of the early years provision

Children receive plenty of support from some staff due to the good ratios that are regularly maintained and the staff mainly deploying themselves effectively in the setting. Partnerships with parents are friendly and key times for the staff team to pass on relevant information are used adequately. This ensures the staff know about children's changing needs and parents know about any care issues, such as accidents or illness. The exchanges of information about children's development and learning are less successful. Parents are not provided with opportunities to discuss their child's development and an integral part of this process, the key person system, is not in place. This means a requirement has not been fully met.

Since registration the setting have improved the areas that are used by the children as they have taken out fixed cupboards which creates more play space. The setting knows what the immediate areas for improvement are and has been working closely with the local authority to access training for the staff and leaders to attempt to meet all the requirements of the Early Years Foundation Stage in relation to learning and development.

Paperwork and documentation is adequate and contains the necessary information. Confidentiality is understood and safeguarded well, which promotes the children's welfare overall. Staff have an adequate understanding of child protection issues and remain vigilant to ensure children's safety is promoted well indoors and outdoors, for example, by ensuring spills are quickly mopped up when children play in the water tray.

The quality and standards of the early years provision

Children are interested in what is available for them as they excitedly gather round the table to play with dough and move very confidently around the setting to access the computer and build models from construction equipment. Children benefit from daily play sessions outdoors although on occasions these are repetitive. Children easily take care of some of their own personal care needs, for example, older children wash their hands after messy play and routines ensure this

is equally effective at snack time, which ensures children's good health is adequately promoted. Sensitive reminders from staff to children about how to keep themselves safe and activities centred on looking at dangers mean children are beginning to learn about how to keep themselves safe in the setting and their community.

Children have opportunities to take part in activities that help them develop in all areas of learning, however, assessment and observations are not completed to ensure that children are making as much progress as they can in the setting. This means another requirement is not fully met. Children competently name and match colours at snack time, enjoy listening to books, regularly talk about their pictures and enjoy spontaneous activities, such as throwing snowballs and making a snowman in the bad weather.

The staff team make some observations about what children enjoy, however, a lack of focus on promoting the children's development through assessment to improve staff's knowledge of children's needs, means that learning is incidental rather than planned. A lack of good quality planning for children's individual learning seriously impacts on the staff's ability and confidence to extend and enhance children's overall development. At times children's independence is not fully promoted by the staff team and children's play ends up being overly directed in adult led activities rather than allowing children the time to develop their own creative skills.

Children behave well and listen attentively in the setting as staff value them and provide a calm and relaxing environment where they learn to appreciate others and know about rules. For example, children help each other take off their aprons and know they need to wear these when they play in the sand or water, support younger children on the computer and are praised by staff when they behave well. Children confidently approach staff to request equipment, such as scissors to cut up the dough. They readily join in with action rhymes and move their bodies in different ways when they are outside. Staff use some of children's ideas to show these are valued, this also contributes to raising their self esteem, as children decide to hop, take giant steps and tip toe around the playground outside.

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?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
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

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.