

# Burnham Market Playgroup

Inspection report for early years provision

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**Unique reference number** 253970  
**Inspection date** 03/03/2009  
**Inspector** Melanie Calway

**Setting address** Burnham Market Primary School, Friars Lane, Burnham  
Norton, King's Lynn, Norfolk, PE31 8JA

**Telephone number** 07985 905 178

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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

Burnham Market Playgroup is a committee run group with charitable status. It opened in 1973 and operates from a classroom at Burnham Market Primary School. Children have access to an enclosed outdoor play area. It serves the rural area surrounding the small town of Burnham Market, in Norfolk. The group opens each weekday during school term times from 09.15 to 15.00.

The playgroup is registered on the Early Years Register. A maximum of 22 children may attend the playgroup at any one time. There are currently 35 children aged from two to under five years on roll. The playgroup currently supports a number of children with learning difficulties and/or disabilities.

The playgroup employs six members of staff and three additional staff who act as support workers or cover staff. Of these, five hold appropriate early years qualifications and the manager holds a BA Honours degree in Early Years. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are well met because staff use their knowledge of the children to plan experiences which are meaningful to them. The setting provides an inclusive service and works hard to obtain and act on the views of parents, staff and children. There is a good working partnership with parents and strong links with the school. The setting constantly evaluates its practice through training and through the self-evaluation process, and has identified areas for improvement.

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

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

- review the health and safety policy with particular reference to the procedures for identifying and reporting hazards
- extend opportunities for children to be independent during lunch time, for example by allowing them to pour their own drinks.

## The leadership and management of the early years provision

Children's welfare, learning and development are promoted well. Although there have been recent staff changes, the staff work well as a team and have clearly defined roles and responsibilities. There are good procedures in place to recruit and induct new staff and systems to ensure that all adults working with children are suitable. Staff are supported through annual appraisal. There is strong commitment to training in the setting, and ideas from courses are implemented. A self-evaluation process has been started, which takes account of the views of all

the staff so that they are involved. As a result, several areas for improvement have been identified and plans are in place to implement changes and effect improvement. The setting works closely with parents, who are kept well informed about their children's progress. Children's learning records are shared with parents on a regular basis and parents are encouraged to add their own contributions so they are involved in the assessment process. New parents stay to settle their children and are given information about the Early Years Foundation Stage and able to see how the group operates.

Policies and procedures for the safe and efficient running of the service are in place and currently under review. Children are kept safe as the premises are safe and secure. Daily checks are carried out on the environment and children are well supervised. Risk assessment is carried out for all outings. However, the health and safety policy has not been reviewed for some time and systems for recording risk assessment are not fully effective. Children are safeguarded from the risk of neglect or abuse as all staff have undertaken safeguarding training and are aware of their responsibility to refer any concerns they may have about children's welfare. The safeguarding policy is made available to parents so they are aware of this. All the necessary information is available to enable the manager and staff to act appropriately if they should have a concern about a child.

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

Children make good progress in their learning and development and thoroughly enjoy their time at the setting. Activities are loosely planned around themes, but plans are flexible and take account of children's interests and preoccupations. Children are provided with experiences which are meaningful to them, for example the current theme of farms reflects their own community. Staff are positioned at activities and support children's thinking skills by appropriate and effective questioning. Children's own ideas are valued and they are encouraged to initiate their own projects and problem-solve, for example, when the treasure chest lid is found to be broken, a member of staff supports children in making another one from a sheet of cardboard. Children are asked if they want to fix the shop sign and outside they find stick markers and decide where to place them to make a football game. As a result, children are developing confidence and decision making skills. The outside area is well used for most of the session and children can choose when to play outside. It is well equipped with some interesting activities. Children are fully involved in the life of the setting. They help to compile a wish list for outside equipment and they help to form the playgroup rules. Children enjoy being given responsibilities and ask, without prompting, if they can wash up or hand the cups out at snack time.

Staff make regular observations of children's learning and the next steps for their progress. As a result, key-persons know their children well and know how to help them to progress. The learning records provide an attractive record of children's achievements and parents offer their own contributions so that their knowledge of their children is shared and valued. Staff listen to children and their ideas, and so children are confident in communicating. They express their ideas as they engage in role-play. Children are beginning to recognise print as they select their names

for registration and snack. Mark-making materials are available indoors and outside for children to draw and practise their emergent writing. They enjoy stories in small groups and approach staff when they want a story read. Children have opportunities to count and calculate as they count the mugs for snack or the amount of magic eggs in the shop. Children use a timer as an aid to turn-taking and are becoming familiar with units of time. Children can explore and investigate as they play in the sand or dig in the garden, looking for worms for the wormery. They learn about the world around them through planned topics, such as writing letters and going to post them, and the wider world is introduced as they try foods from different cultures. Children use the computer competently and so are developing Information Technology (IT) skills. Children's independence skills are fostered well as they help to prepare for snack and tidy up. Children enjoy the experience of having their lunch in the school hall alongside the school children, which involves them in the life of the school. However, independence skills are not effectively promoted at this time. The table is cluttered with lunch boxes and as a result children do not have the opportunity to pour their own drinks or be involved in serving or preparation.

Children's welfare is promoted well. Children learn about a healthy lifestyle through planned topics and through regular explanation. They handle fresh vegetables in the farm shop and select fresh fruit and vegetables for their snack. They have plenty of fresh air and exercise as they spend a good proportion of their time outside, choosing when to play out. They develop physical skills as they dig for worms or roll large tyres and move crates to build a den, and staff remind them about the effect of exercise on their bodies. Fresh drinking water is available at all times and a healthy snack is provided. Children learn about good hygiene as they wash their hands before eating and after the toilet. They are given explanations about safety, for example they are reminded how to carry the chairs correctly. Children's contributions to the setting are valued and they understand the rules because they have been involved in forming them. Staff use positive methods to manage children's behaviour and some innovative strategies are specifically geared to the needs of individual children to help them to develop their own ways of controlling their behaviour. Children are encouraged to develop care and respect for each other, for example, by preparing a snack and passing it to a friend. Children are learning useful skills for the future as they learn to take responsibility, problem-solve and make decisions.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<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 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.