

Feltwell Playgroup

Inspection report for early years provision

Unique reference number 254063
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Inspector Margaret Elizabeth Roberts

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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

Feltwell Playgroup is a voluntary run setting. It opened in the 1980's and operates from one room in the Women's Institute Hall in the village of Feltwell, Norfolk. The building is accessed either via two steps at the front of the building or a low step to the rear. A maximum of 24 children aged two to under five years may attend the group at any one time. It is open Monday, Tuesday, Wednesday and Friday from 09.00 to 15.00 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 32 children attending, all of whom are in the Early Years Foundation Stage (EYFS). Some of these children receive funding for early education. The setting welcomes children with English as an additional language and those who have learning difficulties and/or disabilities, although there are none attending at present. There are four members of staff, who work with the children. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children at Feltwell Playgroup are included and making good progress in most areas of learning and development. Their welfare is promoted through the relationships that are built with parents and other professionals to ensure that all children's needs can be met. Self-evaluation of the provision for children's welfare, learning and development is in the early stages. The very good actions that have been taken to address the weaknesses from the last inspection have improved the outcomes for children extremely well.

What steps need to be taken to improve provision further?

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

- improve the educational programme by developing children's understanding of problem solving, reasoning and numeracy through the use of numbers in everyday activities
- continue to develop the systems to evaluate the provision for children's welfare, learning and development.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted because staff are appropriately qualified and have a wealth of childcare experience. They know that the children in their care learn best through practical activities and plan purposeful play to help them make progress. Staff have a very good understanding of their roles and responsibilities and efficiently use resources to create a welcoming environment. Therefore, children are enabled to become motivated to learn as they access a wide range of activities.

Children are safeguarded well through the robust vetting procedures that are in place, ensuring that adults working with children are suitable. The well-maintained policies and procedures that are available to staff help them to carry out their work effectively. This has a positive impact on the care children receive and ensures that their individual needs can be met. Thorough daily risk assessments record any risks that are identified and the action taken to eliminate these risks ensures that hazards to children are minimised.

The setting has made excellent progress since the last inspection, taking action to address all recommendations to improve the outcomes for children. However, although the manager has begun to set up systems for self-evaluation, the setting is not using this process to evaluate the provision for children's welfare, learning and development. The processes that are in place for parents and other professionals to share relevant information with staff ensures that children's welfare needs can be met and allows for continuity of care.

The quality and standards of the early years provision

Children enjoy their time at the setting and are making good progress in their learning and development. This is because staff plan and provide practical experiences for children which motivates them to learn. They have opportunities to access a balance of adult-led and child initiated activities which results in them being active learners. Children particularly enjoy role play using their own imaginations to create a story-line. They can be seen in the 'office' using the computer and answering the telephone whilst also caring for their 'baby' in the cot set up on the chair next to them. Staff support children well in most areas of learning asking simple open-ended questions to promote their thinking and listening skills. However, number is not often used in everyday situations which restricts children's understanding of problem solving. Children are independent and confident, often initiating conversations with visitors, asking them a range of questions as to why they have come to the setting. Children's progress is recorded in their progress folders and the next steps of learning for each individual child is then used to plan purposeful play opportunities. These assessments are shared with parents which enables them to have an involvement in their child's learning.

Children are given gentle reminders by staff to take care and use their walking feet inside to help them gain an understanding of how to stay safe. They make healthy choices about what they eat and learn about changes in their bodies after physical exercise. For example, after musical movement they are invited to rest because they have been exerting themselves and they might be tired. Children are beginning to take responsibility for themselves and their own personal hygiene through the daily routines. Their independence is promoted as they choose freely from the resources, which are adapted if children with a disability attends, enabling them to work alongside their peers. Children behave extremely well, responding positively to staff when asked to tidy up or listen to simple instructions. They are able to share and take turns waiting patiently for a space at the snack bar to enjoy a social occasion with a member of staff and their friends.

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?	3
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 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.