

Treetots Playgroup

Inspection report for early years provision

Unique reference number	EY379746
Inspection date	04/03/2009
Inspector	Margaret Elizabeth Roberts
Setting address	Blenheim Centre, Tedder Road, Watton, Norfolk, IP25 6HU
Telephone number	07743 097618
Email	
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

Treetots Playgroup is a voluntary run setting. It opened in 2008 and operates from the Blenheim Centre on the RAF base in Watton, Norfolk. The building is accessed either, via two steps or a short ramp. A maximum of 26 children aged two to five years may attend the group at any one time. It is open from 09.15 to 15.15 on Monday and 09.15 to 14.45 Tuesday, Wednesday, Thursday and Friday for 39 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 36 children attending, all are in the Early Years Foundation Stage (EYFS) some of whom receive funding for early education. The setting supports children with English as an additional language and those who have learning difficulties and/or disabilities. There are four members of staff, who work with the children. Of these, all hold appropriate early years qualifications. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, Treetots provides effectively for most children in the EYFS. The staff create a welcoming environment and are skilled at ensuring that children's learning is extended through spontaneous moments. Whilst children enjoy familiar routines on occasions there are times when some children's needs are not fully met. Although they enjoy a suitable range of activities the method of assessment needs to be further developed. The manager is aware of the strengths and areas for improvement within the setting, working closely with parents to improve the experiences of the children who attend.

What steps need to be taken to improve provision further?

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

- further develop the assessments of children's progress through regular observations, using these observations in the planning of activities for individual children
- ensure that the daily routines meet the needs of all children attending the setting.

The leadership and management of the early years provision

Children are cared for by appropriately qualified staff who are deployed effectively and understand their roles and responsibilities. Children are safeguarded well through the robust recruitment and vetting procedures that ensure all adults working with children are suitable to do so. Staff demonstrate a sound knowledge of the procedures to follow should they have concerns that a child may be at risk of harm. Daily risk assessments are taken by staff with a more comprehensive record in place which helps to minimise hazards to children.

The manager has begun to identify the strengths and weaknesses of the setting through self-evaluation which is an on-going process so that staff can improve the outcomes for children. Through familiar routines most children are made to feel safe and secure. However, sometimes the routines of the day mean that on some occasions not all the children's needs are met. For example circle times are time consuming which results in children become restless. At other times because the outside play area has to be risk assessed for safety and cannot be used, children are unable to promote their large physical skills or run off their energy.

Parents are provided with user friendly information which is easily understood, clearly stating the routines of the setting and the educational programme. Parents state how pleased they are with the setting and that they feel very involved in their child's care and learning, particularly those who have additional needs. Children with English as an additional language are welcomed into the setting and are encouraged to join in with activities alongside their peers.

The quality and standards of the early years provision

Children are provided with a range of opportunities to help them make steady progress towards the early learning goals. They are supported well by staff who extend children's learning through simple open ended questions and the skills that they use to channel child-initiated experiences into purposeful play. For example, as children play in the 'shop' choosing packets of seeds to plant and collecting every single packet available staff used this moment to help them sort and match them into different categories. During this activity children were being taught the concept of money, adding and taking away and also that in the modern world credit cards can be used to buy items with. Children then went on to plant seeds and bulbs in pots as an extension to the 'gardening centre'.

Children are confident, competent learners as they converse with staff in a warm and friendly environment. The younger children within the setting enjoy their time in the home corner where they busy themselves making meals and caring for their baby dolls. All children enjoy role play where they are able to use their own imagination. They take their picnics to another area of the room, pretending that it is a park, laying their table-cloth on the grass. Children are allowed to be freely creative. They turn the marble painting activity into an opportunity for hand printing, with the member of staff quickly providing clean paper on the easels for them to do so.

Children are taught how to keep themselves safe through reminders and explanations by staff about the rules of the setting. For example, to walk in the room and sit down on chairs or they may fall and hurt themselves. They enjoy healthy eating habits were they tuck into fresh fruit at snack time and eat their lunches provided by parents out of their lunch boxes. Children behave extremely well and respond positively to staff who present as good role models and are consistent in their approach. Children play cooperatively together, negotiating who will put the construction brick pieces together to build a garage for the cars. They are able to share and take turns, often sorting out their own disputes without any intervention by staff.

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?	3
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?	3
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.