

# Hempsted Playgroup & Toddlers

Inspection report for early years provision

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| <b>Unique reference number</b> | 101762   |
| <b>Inspection date</b>         | 23/01/2009   |
| <b>Inspector</b>               | Linda Janet Witts  |
| <b>Setting address</b>         | C/O Hempsted C Of E Primary School, St Swithuns Road, Hempsted,, Gloucester, GL2 5LH |
| <b>Telephone number</b>        | 07761 784888   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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

Hempsted Playgroup & Toddlers is a committee run pre-school group. It operates from a purpose built unit in the grounds of Hempsted Primary School. The village of Hempsted is on the outskirts of Gloucester City. The building is owned by the group, which is a registered charity. It has disabled access and they have sole use of the premises which include the play room, children and staff toilet facilities, kitchen and storage cupboards. They also have an enclosed outdoor area with grass and safety surface.

The playgroup is open every morning from 09.00 to 12.00, and Monday afternoon from 12.30 to 15.00 later in the year subject to demand. It is registered on the Early Years Register and can care for a maximum of 24 children in the early years age group. Children are admitted to the group from the age of two years six months. There are currently 26 children on roll, of whom 20 are in receipt of funded early education. The group welcomes children with learning difficulties and/or disabilities, and also those for whom English is an additional language.

There are three members of staff employed and two hold level 3 qualifications in childcare. They are supported by parents and carers who help on a rota basis. The group receives teacher support from the local authority.

## Overall effectiveness of the early years provision

Children enjoy their time at the setting and overall make progress in their learning and development. An inclusive, welcoming service is provided, with a strong partnership with parents established. There are no breaches of specific requirements that have a significant impact on the children. The system for monitoring and evaluating the provision is not fully effective as it is in the early stages of development, which means that only some areas for improvement have been identified.

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

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

- make systematic observations and assessments of each child's achievements, interest and learning styles and use these to identify learning priorities
- 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
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review
- ensure consistent practice in order to help children to learn about personal hygiene and minimise the risk of cross-infection

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

- review risk assessment regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment)

27/02/2009

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

The leader, staff and committee members demonstrate a sound knowledge of the Early Years Foundation Stage. Together they have taken positive steps to improve the quality of their provision, taking account of recommendations made at previous inspections and local professional advice. This is particularly evident with their partnership with parents. Two-way communication is promoted and parents are encouraged to take an interest in their children's learning. They have an informative website, share information routinely when parents deliver and collect children or when they do a playgroup duty. They also use a diary system to share what the children have done at playgroup, including photographs of the children at play. Parents are encouraged to add comments about what children do at home. A system of ongoing internal review, to evaluate practice is not in place.

Recruitment and vetting procedures are suitable and children are protected from those who are not vetted. The premises are secure, staff supervise children well and they help them to learn to keep themselves safe. Risk assessments have not been completed annually as required. All staff are trained in child protection and suitable procedures are implemented to safeguard children's welfare. Hygiene practice is generally good.

Staff and parent helpers are clear about their day-to-day roles and responsibilities. Appraisals are used to assess ongoing suitability of staff and to identify any training needs. Staff are deployed sufficiently well in order to support children's learning and development. The play room is organised to allow children to move freely between activities and to access resources for themselves. The garden area is used regularly for fresh air, physical play activities and other learning opportunities.

Staff have a satisfactory understanding of the early learning goals and how children learn through play. A lot of observation work takes place each day but information gathered in this way is not effectively used to inform planning to ensure that activities build on what children already know and can do. The staff team plan together each week, incorporating children's interests into activity plans that fit with their planned topic. However, they do not provide different learning opportunities for individual children or groups who may need extra support or more challenge. Adult interaction with children is generally good, promoting children's language and thinking.

## The quality and standards of the early years provision

Children are generally interested in their surroundings and move between activities with confidence. They are able to make choices about what they do and they readily explore their environment. For example, a child removes a tray from a storage unit and sets out a fishing game on the floor. They allow other children to join them and manipulate a fishing rod to 'catch' fish, announcing the numbers printed on the fish and other items collected. A variety of enjoyable activities are set out for children and the home corner area is used to reflect planned themes, such as, a hospital. Children can be creative, sourcing materials from the craft trolley to initiate their own activities or to extend those planned. They also have opportunities to work as a group to produce large-scale art pieces. For example, foot printing and a fireworks picture created by squeezing paint from standing positions onto large sheets of black paper set outdoors. Children wear all-in-one waterproof suits that enable them to explore and enjoy 'messy' activities, such as, paintings, splashing in puddles and gardening.

Children talk about numbers in their play; they show interest and recognise some numerals. For example, some three and four-year-olds point out numerals featured in computer programmes. Younger children count with some numbers in the correct order. They are not actively encouraged to reason and problem-solve.

Children relate well to one another and staff. They chat together as they go about their play and are well behaved. At times some staff do not effectively engage with children to challenge and extend their thinking.

Children are cared for in a suitably maintained environment. Hygiene routines mostly promote good health well. Children routinely wash their hands before meals and after 'messy' play. Children are encouraged to learn to wipe their own noses and on most occasions are reminded to dispose of the tissues hygienically and wash their hands afterwards. Children enjoy opportunities to play outdoors. Here they climb, run freely, bounce on space hoppers and play with hoops and balls. They enthusiastically join in gardening activities. They dig out soil to fill planters and plant seeds. They like to watch the flowers growing in the raised flowerbed they helped to create. The children also enjoy healthy snacks, including a good range of fruit.

Children are helped to understand how to keep themselves safe. They learn to use scissors safely and in the event that they do something to compromise their safety staff usually explain clearly what the risks are and how to avoid them.

## 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?   | 3 |
| 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?                            | 3 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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?  | 3 |
| 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](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**

Since the last inspection Ofsted received one complaint that required the provider to take action. The complaint related to children not being supervised, tripping hazards within the setting and child: adult ratios. We carried out an unannounced visit to the premises and set actions to ensure that minimum adult to child ratios are maintained at all times; ensure that adults caring for children are deployed effectively and are all clear of their role and responsibilities; make sure that the building is suitably ventilated in hot weather and ensure that all adults caring for children are consistent in their approach to behaviour management and help children to understand right from wrong. A satisfactory response to these actions was received and no further action was taken. The provider remained suitable for registration at the time the investigation closed.

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.