

# Ashington Playgroup

Inspection report for early years provision

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**Unique reference number** EY280579  
**Inspection date** 04/06/2009  
**Inspector** Jacqui Lloyd

**Setting address** Ashington Community Centre, Foster Lane, Ashington,  
Pulborough, West Sussex, RH20 3PG  
**Telephone number** 07774571315  
**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 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

Ashington Playgroup opened in their current premises in 2004. It operates from one main play room with access to a large hall in a community building in the village of Ashington, west Sussex. There is a secure outdoor play area available. The playgroup serves families from the local area. It provides sessional day care five days a week during term time. Sessions are available between 09:00 and 12:00. The extended Thursday morning session runs until 13:00 and is available in the summer term for children who will soon be starting school.

The playgroup is registered on the Early Years Register and may care for a maximum of for 24 children aged over two and under five years. There are currently 28 on roll. There are six members of staff, two of whom hold recognised childcare qualifications.

## Overall effectiveness of the early years provision

The overall effectiveness of the provision is inadequate. Staff are not familiar with the requirements of the Early Years Foundation Stage (EYFS) and as a result, several specific legal requirements have not been met. There are no written risk assessments in place, staff do not evaluate their practice and children have not been assigned a key person. The educational programme is weak as there are no formal arrangements for the planning of activities or the assessment of children's individual learning needs. Children settle well in the group and are generally happy and confident with the staff, who develop positive and caring relationships with them. Staff do not regularly attend training or update their skills and knowledge and as a result, the setting is unable to demonstrate a commitment to continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- devise and implement a written risk assessment of the premises and for all outings undertaken and ensure this is reviewed regularly (Suitable premises, environment and equipment) 10/07/2009
- ensure all staff become familiar with and fully understand the requirements of the EYFS (Suitable people) 10/07/2009
- develop and implement an effective system to help meet the children's individual needs by ensuring that each child is assigned a key person (Organisation) 10/07/2009

- develop a system to enable staff to review and self-evaluate their practice, helping them to identify areas for development and improvement (Organisation) 10/07/2009
- improve the educational programme and learning and development opportunities for children by ensuring they are presented with a developmentally appropriate range of challenging and interesting play and learning opportunities (Educational programme) 10/07/2009
- implement an effective planning and assessment format based on regular observation of the children and evaluation of activities which takes into account their individual learning needs (Assessment arrangements) 10/07/2009

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

The leadership and management is inadequate as insufficient attention is given to important elements of the EYFS. For example, staff do not undertake self-evaluation or risk assessments of the premises and outings. Other records and documents that are fundamental to the safe and efficient delivery of the EYFS are unavailable, and as a result staff are unable to meet the children's individual needs.

Staff establish friendly and relaxed relationships with the parents and carers but have not devised any formal methods for keeping them informed about their child's learning and development needs or progress. Some of the children attend other settings and yet staff have not formed any links with them. As a result, they are not working in partnership with these providers.

Staff do not currently undertake any form of self-evaluation and as a result, they do not create opportunities to reflect on their practice or identify areas for development. Staff do not regularly attend training and subsequently they are not aware of current changes or developments in practice. Staff also lack an understanding and awareness of their roles and responsibilities in relation to the requirements of the EYFS.

There is currently no key person system in place. Staff have made some steps towards developing this, but currently children are not assigned a key person. As result, systems to manage, assess and support children's individual needs are inadequate. There are appropriate systems in place to ensure suitability checks are carried out on all staff.

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

Children are generally happy within the setting and enjoy positive relationships with the staff and each other. Staff take all reasonable steps to promote children's healthy development. For example, children have regular access to fresh air and

exercise and enjoy a healthy snack of fresh fruit and vegetables during the session. Children understand the importance of hand-washing and are able to access the toilets independently. They are also helped to learn about keeping themselves safe, as staff give gentle reminders such as asking them 'walk on the stairs and take care'.

Children are given few opportunities to develop their independence in their play due to the organisation and availability of toys and resources. Current storage facilities prevent children from seeing what is available and limit opportunities for them to choose what to play with or to initiate games and follow their own ideas. In addition to this, staff serve drinks and snacks to the children and do not encourage children to pour their own drinks or become involved in the preparation.

Children enjoy regular outdoor play and have access to extensive outdoor play areas. However, staff do not currently plan for outdoor learning and as a result, play and learning sometimes lacks purpose. Planned activities tend to be adult-led and many incorporate resources, templates and items pre-selected by the staff and therefore children are not given opportunities to think and play creatively.

Children develop positive relationships with their peers and generally enjoy their time in the group, however, they are not always appropriately challenged. As a result, some children are not always fully engaged in play. The educational programme is weak, as there are no effective systems in place to assess children's individual learning needs or plan for their future learning. Staff carry out some observations of the children, but this information is not used to assess their abilities or achievements and there is no evaluation of activities. Children are not presented with an appropriately challenging, exciting or varied range of activities and learning opportunities. Consequently, some children's progress towards the early learning goals is limited.

Staff know the children well. They recognise their individual needs in terms of their general personalities and likes and dislikes, but this is not extended to the provision of play and learning opportunities and as a result, activities are not tailored towards their individual needs.

The premises are secure and appropriately maintained. However, there are no written risk assessments for either the premises or for outings undertaken. Consequently, there are no systems in place to help staff assess risk or identify hazards.

Children are adequately protected in terms of safeguarding, as staff understand the signs and symptoms of abuse and are aware of their responsibilities in this area.

## 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>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
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>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
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

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