

Staplehurst Under Fives Playgroup

Inspection report for early years provision

Unique reference number 127636
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Inspector Linda Patricia Coccia

Setting address The Village Centre, High Street, Staplehurst, Tonbridge,
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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 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

Staplehurst Under Fives playgroup has been registered since 1989 and is owned and administered by a committee of parents. It serves the local community. The group is situated in the Staplehurst Village Centre building and children have access to the south hall and the committee room. It has an enclosed outdoor play area. There is suitable access to the premises. The group operates each weekday from 09.00 to 12.00. Additional afternoon sessions are offered periodically.

The provision is registered on the Early Years Register to care for a maximum of 30 children who fall within the early years age range. There are currently 48 children on roll. Children attend for a variety of sessions.

The setting supports a few children with learning difficulties and disabilities and although none currently attend, procedures are in place to support children who speak English as an additional language. The provision employs eight members of staff who work directly with children. All but one member of staff hold suitable childcare qualifications to NVQ level 3 or above. There is one member of staff currently on a qualification course.

Overall effectiveness of the early years provision

Overall the provision is good. It is effective in meeting children's needs through the strong relationships the staff develop with the children and the good flow of information between staff and parents. The group has good strategies in place for children with learning difficulties and/or disabilities. Children are very well supported. The group maintains continuous improvement through regular review of procedures and planning new activities for future use which will enhance the children's experience.

What steps need to be taken to improve provision further?

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

- give children more choices about the activities they participate in and offer them more opportunities to self select the toys they play with
- ensure children are given more opportunities to extend their own play
- display information about the Early Years Foundation Stage and offer parents the opportunity to learn about how the EYFS concerns their children

The leadership and management of the early years provision

Both the committee and their supervisor and deputy meet their responsibilities very well. The committee ensure they raise enough funds to provide a good range of equipment and resources. They provide a good range of information for parents about the running of the group and the procedures that staff use. The committee also have a rigorous and robust recruitment and vetting procedure to ensure staff are suitable to be with the children. There are additional policies to ensure children

are safeguarded. For example, parents must advise staff who will collect their child at the beginning of the session. The committee value their staff and encourage attendance on training courses and workshops. The supervisor and her deputy are both very experienced. They regularly monitor staff practice. They offer advice and support to staff, parents and children as required. One of the supervisor's duties is to carry out a regular self evaluation of the provision. She has started the process and has prioritised areas that need attention. The evaluation includes parents who complete questionnaires. They offer suggestions for improvements which are fully considered by the committee. Parents receive their own copies of all policies and procedures. They receive a regular newsletter with information about activities planned for the term. They are encouraged to get involved in social, family activities arranged by the committee. Parents are invited to regular meetings with key workers and staff have a good system for the exchange of written information about the children. However, parents are not given any information regarding the Early Years Foundation Stage (EYFS) and how it concerns their children.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. They have a good understanding of numbers and their problem solving and reasoning skills are above average. For example, children can calculate totals of numbers and have a good understanding of fractions, such as, halves and quarters. Role play activities are available everyday and children enjoy acting out their home life experiences. However, the children could expand their role play activities if more equipment was made available. Children enjoy books, especially reading them with staff. They enjoy discussions with staff and children use a good range of vocabulary to express themselves. They enjoy music and singing and are progressing to a good understanding of beats and rhythms. The children are capable in the use of technical equipment such as computers, tills and other push button type toys. However, children have few opportunities to self select their own toys and games as staff put out their own selections each day. Children also have few opportunities to choose what activities to get involved in. For example, there are no choices offered at singing/story time. Children are confident and friendly, show concern for each other and readily share and take turns. Staff have a good understanding of the EYFS and carry out initial assessments on the children as they start at the group. Regular observations and comprehensive assessments ensure that children's next steps are identified. Planning meetings between staff ensures that children's individual learning needs are fully included.

Children are fully catered for as individuals. Procedures are in place to protect children who suffer from food allergies. Children's medication and accident records are well maintained. Any children with special educational needs are fully supported by the group Special Educational Needs Co-ordinator and a network of other health professionals. Links with other schools and playgroups are also rigorously pursued. Children are encouraged to learn about keeping themselves healthy. They are offered food which is healthy and nutritious at snack time and water is made available throughout the session which children can help themselves to. They learn about safety. They take regular part in emergency evacuation drills and they receive regular reminders about moving safely around the premises.

Children also learn about each others' differences. They see lots of images of different types of people and who are from different cultures and backgrounds, both in posters and the toys they use. Lots of laughter and children's good attention levels show that children really enjoy their time at the setting.

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?	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?	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

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