

Beaminster Playgroup

Inspection report for early years provision

Unique reference number EY378660
Inspection date 24/03/2009
Inspector Michelle Tuck

Setting address St. Marys C E Primary School, Clay Lane, BEAMINSTER,
Dorset, DT8 3BY
Telephone number 01308862201
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Beaminster Playgroup opened originally in 1982 and re-registered at the current premises in 2008. The group operate from a dedicated classroom within St Mary's C E Primary School, Beaminster, Dorset. A maximum of 21 children may attend at any one time. The group is open between 09:00 and 12:00 and between 12:30 and 15:30, term time Monday to Friday.

The playgroup is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. There are currently 59 children on roll, all children attending are in the early years age group.

There are five members of staff, all of whom hold an early years qualification. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, with some outstanding areas. Children's learning and development is given the highest priority and staff provide good quality interaction to challenge and support them effectively. Children from different backgrounds are welcomed and staff work closely with parents to ensure children's individual needs are met. This is a strength of the setting which ensures no one child or group are disadvantaged. The playgroup provides a welcoming environment and through regular reflection the setting has a positive attitude to continuous improvement, ensuring good outcomes for children. This ensures children make excellent progress.

What steps need to be taken to improve provision further?

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

- encourage children to wash their hands after wiping their nose to help prevent the spread of infection
- ensure plastic bags are not kept within the reach of children

The leadership and management of the early years provision

The staff are supported effectively by a strong committee, who help to ensure the smooth running of the playgroup. Robust recruitment and induction procedures ensure that children are cared for by appropriately vetted and qualified staff who are familiar with the range of policies and procedures that are in place to underpin good practice. Overall, the playgroup's routines and activities support children in accessing interesting and challenging activities, whilst responding to their individual needs and interests.

Staff enthusiastically seek training and also liaise with other professionals, to

ensure they are all working together to safeguard children. Good deployment ensures that children are well supervised and supported. The manager provides effective leadership, linking closely with the committed team of staff to communicate ideas and promote children's welfare and development. The systems in place for self-evaluation are developing well and used effectively to identify areas to improve upon.

The playgroup has established very good partnerships with parents through effective communication. Staff are available for discussion at the beginning and end of the day. Parents feel very involved in their child's learning, they help on a rota, receive newsletters and are eager to express how happy they are with the provision. Successful partnerships have been established with the local schools, where children go on to attend.

The quality and standards of the early years provision

Children are making excellent and rapid progress towards the early learning goals in all areas of learning. The setting follows effective methods which ensures that children's learning is totally supported from their unique starting points. Children's enthusiasm for learning and their high levels of concentration is a joy to watch. Their learning journey is evident and supported by highly skilled and purposeful teaching. Regular observations are used most effectively to plan the next steps in children's learning and to record their achievements. A system of planning around broad themes is refined continuously to meet children's individual needs and interests weekly. Plans ensure that all areas of learning are covered, but the main focus of daily planning is the individual child. Children enjoy talking to staff, and to each other, and establish lively imaginations through role play using familiar characters and by dressing up. The children have been exploring traditional stories such as 'Little Red Riding Hood' and 'Goldilocks and the Three Bears.' The stories have been brought to life with visits to the group from the characters in the books. For example, Goldilocks came to share porridge with the children and Red Riding Hood made a visit on the way through the woods to see her grandmother. Children are confident in the use of the computer, use the mouse and navigate around appropriate programmes to extend their learning. Children select resources and use them to explore shape, size, position and quantity. Their mathematical understanding is developing well. For example, they know 'how many more' is needed to make five. Children are praised at every opportunity. For example a child draws a house and after discussing with a member of staff what number is on her door, he correctly draws the number eighteen. The child's face lights up when he receives praise and he eagerly helps to photocopy his picture so he can take the original home. Children really enjoy the process of being creative and frequently use paint and other media to create artwork. For example, some lovely models were made from junk during the inspection.

Children enjoy generally healthy snacks, they do eat biscuits, however there is also a choice from different fruit which they clearly enjoy. Children learn the importance of good personal hygiene and staff generally implement a range of effective procedures throughout the playgroup to maintain cleanliness. However, these are not always consistently maintained, for example, children are not routinely

encouraged to wash their hands after wiping their nose. Children are well cared for in the event of having an accident or becoming unwell whilst at the setting as staff are qualified in first aid and all systems are in place to enable them to respond swiftly and appropriately. Children are kept safe in the setting as the premises are secure and a prompt and accurate register is kept of their times of attendance. Thorough, and regularly reviewed, risk assessments ensure that any hazards are promptly identified and addressed. However, there were some resources stored in plastic bags at child height in the art area. Children are extremely polite and their behaviour is very good. They show care and concern for one another, for example helping their friend with their coat to go outside. They swiftly become personally independent and thoughtfully consider their actions. This helps them to develop skills for the future.

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?	1
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to make a positive contribution?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.