

# Blackbirds Playgroup Grassmere

Inspection report for early years provision

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**Unique reference number** EY382976  
**Inspection date** 23/02/2009  
**Inspector** Christine Clint

**Setting address** St. Marys Centre, Grassmere Close, BOGNOR REGIS, West  
Sussex, PO22 7NU

**Telephone number** 07961824049

**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

Blackbirds Playgroup Grassmere registered in 2008. It operates in St Mary's Centre in Felpham, West Sussex and is one of two playgroups provided locally by the owner/manager. Children have access to a hall and a fully enclosed garden. The playgroup is open Monday, Tuesday and Thursdays from 09:00-12:15. Wednesday and Friday 09:00-14:00. The playgroup is registered for 22 children in the early years age group. There are three staff working with the children, two of whom hold qualifications in childcare and education. There are currently 20 children on roll, of whom all are in the early years age group. There are 12 children in funded educational places. Children with learning difficulties or disabilities are supported and also any children speaking English as an additional language. The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting works closely with the local authority. At the time of the inspection 11 children in the early years age group were present.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have ample freedom during the session to play indoors or outside and many activities are child-led. Staff show dedication to meeting the individual needs of the younger children attending, they provide some adult-led activities, although there is generally less challenge for the older children attending. There are clear links with families to support any individual learning needs and the playgroup initiates and promotes liaison with other agencies. Children are learning to become independent during regular routines and staff include opportunities for personal development; they are strongly committed to promoting children's welfare. There is less evidence to show how any improvements in the daily routines have impacted on the children.

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

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

- develop the planning and organisation of activities to ensure that older children are occupied and challenged and that planned activities include children's identified areas of learning
- improve the systems for recording all children's levels of learning and development; include children's individual starting points and show their next steps for development, extend the links with learning at home and with other carers
- develop systems to evaluate the provision and to show how any improvements have impacted on the children, also to manage and appraise staff regularly.

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

The playgroup provider shows sound experience and a clear understanding of all welfare requirements to maintain and keep children safe. There are fully organised procedures for vetting all new staff and documentation is available. The operational plan and the range of policies and procedures formulated, show that all safeguarding requirements are included. Staff attend child protection training regularly and have a thorough knowledge of prioritising any concerns about children's welfare. Children are fully supervised when using the toilets because this area of the building is often in constant use by others. Children are continually monitored in the small courtyard area because this has different levels for them to negotiate. If children use the main garden area, staff also diligently supervise as this area is not so easily viewed from the playgroup hall. Staff are observant when preparing the area for children and risk assessment routines are followed, including maintaining the temperature of the room.

The provider and staff are developing sound partnerships with parents. There are effective procedures to enable parents to settle children and the playgroup has produced a sensible and informative leaflet to give parents guidance when children first attend. All written permission from parents is included at the time of registration and records show that parents have opportunities to include health, dietary or individual needs. Parents have a notice board which currently gives information about topics of learning and a daily white board is written and displayed at the end of the session, to inform parents of the activities that have taken place. However, there is less shared information about children's development; their individual records of assessment do not show any starting points from home or link with any other learning from home or other carers.

Staff are very aware that the recent changes to snack and drink time provide children with opportunities for learning and increased independence. Although this is not reflected or evaluated in the planning or in the systems for recording children's development. Staff have a clear working knowledge of individual children's abilities and their next steps for making progress; staff are continuing to train and increase their knowledge and understanding, although there are no clear systems for appraising or managing the daily practice of staff.

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

Children enjoy the freedom to choose outdoor play, they clamber and balance on the different levels, they shovel the stones and fill containers; they ride the wheeled toys on the flat surface. They have previously painted with large brushes and water outside and also learned the different movements needed to use hula hoops. Children recognise and talk about the cold, they know that they need coats to keep warm and they say that if they eat something they will get warmer. Children follow the picture routines displayed for hand washing before snack time and staff explain what the pictures mean to younger children. They manage well, pouring their own drinks and learning to cut up grapes and bananas.

Children are learning to count and compare quantity, staff include many opportunities for problem solving, reasoning and numeracy during the session. They count and recognise the dots on the large dice, children are able to understand the quantity and transfer this number to use corresponding items for the rocket game, and when they complete the game they learn to count backwards to fire the rocket. Children use the digital camera and staff show them how to press the buttons to look at the picture they have taken. They have previously learned about safety when walking on local outings, they visited a building site and all wore hard hats. Children use scissors independently and help themselves to items for drawing and mark making. They are able to use the large sink in the storage cupboard, they carry small containers of water for outside play and they know that they must not cross the red line painted on the floor, because the rest of the cupboard is not safe for them to enter.

Many children attending are younger and they settle well because they can move freely between activities and areas of the room. Staff show clear knowledge of following their needs and there is close liaison with parents about the daily routines. Younger children are learning appropriately from the older children at times, although when activities are not planned or managed by staff, for example, dressing up and role play, there is often less opportunity for learning. Children gather together at the end of the session for singing and action rhymes, they listen to stories and learn from pictures.

## 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?	2
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?	2

### 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>	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

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 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**

Since the last inspection there have been no complaints made to Ofsted.

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.