

Kookaburra Playgroup

Inspection report for early years provision

Unique reference number EY381404
Inspection date 26/02/2009
Inspector Helen Penticost

Setting address Hills Farm Road, Horsham, West Sussex, RH12 1TZ

Telephone number 01403 269548

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

Kookaburra Playgroup was registered in September 2008 and operates from a purpose-built building in Horsham, West Sussex. The playgroup is registered for 20 children aged two years to eight years and is open each weekday from 08:30 until 13:30 during term times and some school holidays. There are currently seven children attending, some of whom receive funding. All children share access to a secure enclosed outdoor play area. The playgroup is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language. The playgroup staff hold appropriate qualifications and one is training.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting has a good understanding of all children's individual needs and thus promotes a fully inclusive environment. Children's welfare is protected well through effective policies which reflect the good practice. They play and learn in a well organised and child-friendly setting and can freely access a range of enjoyable and challenging learning opportunities. The setting has established a strong partnership with parents which helps the nursery to ensure that all children make good progress given their age, ability and starting points. The staffing team show a clear ability to continually improve practice, through their dedication to working with the new statutory requirements and implementing changes to meet children and parents' needs.

What steps need to be taken to improve provision further?

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

- develop the opportunities and resources for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning

The leadership and management of the early years provision

The setting has in place all required policies and procedures, which means that it is managed safely, efficiently and in the interests of all its users. Regular and effective written risk assessments take place, to ensure that children do not face unnecessary hazards as they play. This, linked with good levels of caring supervision, enhances children's safety and promotes their development in a positive way. The registered person has a good understanding of the setting's strengths and weaknesses, which has been derived from regular self-evaluation and the implementation of action plans. The registered person and staff have a positive attitude towards continuous improvement and have plans in place to develop their gardening area, to encourage children to discover the joy of growing their own plants.

The staffing team show their sound understanding of the new statutory framework because they have competently introduced a thorough system for observing and assessing children's progress. The records show how key staff plan and carry out activities with individual children and record their abilities. Resources are effectively managed to ensure that children have safe access to a wide range of stimulating activities that help to promote their good progress. However, resources to develop children's awareness and understanding of information technology and programmable toys to support their learning are scant. This has been identified by the staffing team and is detailed within their action plan.

Partnership with the parents is a strength of the provision. Children settle well because of the good relationships fostered with the parents. Sufficient information is gathered about individual children from parents, schools and outside professionals to enable the staff to understand their needs. Staff meaningfully use this information to be aware of children's starting points and any potential barriers to learning. Parents are happy with their children's care. They commented on the friendly and approachable staff and valued the fact that the children are currently part of a small group.

The quality and standards of the early years provision

Children are cared for in a warm, safe and child-orientated environment where they confidently make choices in their play and are well protected by vigilant staff. All children make good progress in the setting. They enjoy the support of staff, who have a sound understanding of their individual needs and who promote their independence well. Children are making good progress towards the early learning goals. They are supported by a well informed staff team, who have a secure understanding of how children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas.

Staff warmly praise all efforts, which helps children to develop the confidence to express their own ideas and to try new challenges. Children's imagination is nurtured and they become involved in spontaneous role play for long periods of time. Staff involve themselves some of the time to extend the play and learning, for example, by providing resources such as bandages to develop a hospital scenario. Children are given the freedom to be creative and make choices. Children learn how to keep themselves safe, as they are allowed to take risks in safe surroundings. For example, they are reminded how to use scissors appropriately.

The staff are calm and relaxed and relate well to each child. Children are recognised as unique and are encouraged to express their feelings, ideas and thoughts. The children play well together and the atmosphere is likened to a family feel because of the relatively small group. Staff use effective questioning to encourage children to solve problems. For example, when playing a game the staff member asks, 'How does the kite get stuck up in the tree?' After thinking for a short while the child responds, 'The wind blows it'. Children have access to a wide variety of equipment to develop their understanding of number and shapes. They

play with varying shapes and colours of floor tiles and even very young children are able to name the shapes correctly.

All children thoroughly enjoy spending lots of time learning in the outside area. The children participate in physical activities in the garden daily and wear appropriate clothing during inclement weather. Children have access to fresh drinking water at all times. There are ample photographs to show the wide variety of play experiences that staff provide for children and many are displayed. For example, they explore mini beasts both in and out of doors. Children enjoy looking at a range of appropriate books. The playgroup use the local library and their 'bag a book' scheme.

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

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.