

Judy Clark Playgroup

Inspection report for early years provision

Unique reference number	205560
Inspection date	21/01/2009
Inspector	Tara Street
Setting address	Judy Clark Playgroup, Macaulay Street, Grimsby, North East Lincolnshire, DN31 2ES
Telephone number	01472 326 818
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

The Judy Clark Playgroup is run by a voluntary committee made up of parents and key staff members from the primary school. It opened in 1993 and operates from a playroom within West Marsh Children's Centre in the grounds of Macaulay Primary School in the centre of Grimsby. A maximum of 24 children aged two to under five years may attend the setting at any one time. The group is open five days a week from 08.45 to 11.45 and 12.15 to 15.15 term time only.

There are currently 56 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 37 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Ofsted registers the provision on the Early Years Register and the compulsory and voluntary Childcare Register. There are currently no children on the Childcare Register.

There are ten members of staff, including the manager who works directly with the children. All of the staff hold a level three early years qualification or above. The playgroup is a Pre-School Learning Alliance accredited setting and receives support from the local authority.

Overall effectiveness of the early years provision

Children within the EYFS engage in a stimulating range of experiences. An exceptionally safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. There are excellent relationships between staff, parents, and carers and the welfare of the children is promoted to a high standard. The pre-school uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the outside play area to provide regular opportunities for children to investigate living things
- extend the range of small tools available for children to experiment with during mark-making activities.

The leadership and management of the early years provision

The commitment of the manager to address recommendations, continually move forward and meet changes in legislation to safeguard and promote children's welfare, is very good. Self-evaluation clearly identifies tasks for continuous improvement. For example, the setting is currently in the process of updating their

policies, procedures, and documentation to fully reflect the EYFS. The support to staff via regular appraisals and attendance at training events ensures thorough knowledge of the EYFS and an enthusiasm throughout the premises. Recent improvements include the purchase of more low-level storage units, which gives children free access to resources and promotes their independence and choice making skills.

The arrangements for safeguarding children are comprehensive and rigorous. Practitioners have high regard to keeping children safe. Detailed risk assessments cover all aspects of the provision and ensure the effective management of eliminating risks for children. All staff have received child protection training resulting in them having a secure understanding of what to do if they have concerns about a child's welfare. Thorough recruitment and vetting procedures ensure adults working with children are suitable. Systematic induction and appraisals monitor their ongoing suitability.

Partnerships with parents and other early years professionals are excellent. Parents access a wide range of information regarding their child's welfare, learning, and development, for example, notice boards, daily discussions and planning. They meaningfully contribute to their child's individual Learning Journey record, which means they are fully aware of the range of activities children enjoy and their achievements. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity is promoted for children. Inclusion of children with a range of individual needs is effectively managed. The induction and transition sessions ensure each child integrates at its own unique pace. The setting has developed highly effective liaison with support agencies and other professionals delivering the EYFS to ensure children receive the support they need.

The quality and standards of the early years provision

Good quality, individualised planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. The learning environment effectively supports children's progress towards the early learning goals. Daily routines have been carefully considered to make best use of space. Children experience a very good range of regular activities both inside and outside which develops their co-ordination and balance skills. They eagerly participate in games, ride on bikes, and explore the slide and climbing frame. Craft and malleable activities are provided daily. For example, children develop their senses when making dough and confidently use language to describe that it feels 'wet, sticky and is blue'. However, there is a limited range of small tools available for children to experiment with during mark-making activities. For example, children are unable to freely experiment with erasers, envelopes, dairies, hole-punches or sticky tape. Games and activities are used well to promote early mathematical skills. For example, children confidently use number during singing and story time and enjoy sorting and matching pieces of a puzzle.

Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a wide range of

activities, which look at different cultures from around the world. Children enjoy making bird feeders and caring for flowers in the plant pots. However, opportunities for children to investigate and explore the features of objects and living things in the outdoor environment are not maximised. Staff are aware of this issue and are working to develop this aspect of the outdoor curriculum.

Children's information and communication technology skills are promoted as they experience a good range of opportunities to access computers and battery operated resources. Staff have a very good knowledge of the EYFS. They are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning techniques. This encourages children to think critically and make connections in their learning. Observations and assessment systems are effective and used well to ensure that children achieve as much as they can in relation to their starting points and capabilities.

Staff work very closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. Children have snacks provided which they serve themselves and these offer an excellent daily variety of healthy and nutritious options. Staff are very good role models with a consistent, positive approach. As a result, children are highly effective in managing their own behaviour and keeping themselves safe, for example, helping to sweep the floor and patiently taking turns to use the various play resources.

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?	1

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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
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 the last inspection.

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.