

Fledgelings Playgroup

Inspection report for early years provision

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| Unique reference number | 253097 |
| Inspection date | 12/01/2009 |
| Inspector | Roger Sadler |
| Setting address | Portacabins, Laneham Road, Dunham on Trent, Nottinghamshire, NG22 0UL |
| Telephone number | 07971 404215 |
| 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

Fledgelings Playgroup was registered in 1977. It is situated on the edge of Dunham-on-Trent village. It is open each weekday morning from 09.00 until 11.45 during school term-time. If the demand is there, the playgroup also opens in the afternoon from 12.45 until 15.30. The playgroup is run by a volunteer committee and operates from a portacabin that is sited on land adjoining the local primary school. There are two playrooms and an enclosed, outdoor area. The group is also able to use the school's early years playground and playing field. The setting is registered on the Early Years Register and both parts of the Childcare Register, in order to care for children from the age of two to under eight years old. Currently all children on roll are from two to four years.

Currently 20 children attend this setting, of whom 14 receive funding for nursery education. They come from the surrounding rural area and attend for a variety of sessions. The setting has suitable access for the disabled.

The group achieved its accreditation with the Pre-School Learning Alliance in May 2006. All four members of staff have been appointed since last Easter and hold relevant early years qualifications.

Overall effectiveness of the early years provision

The overall effectiveness of provision at the Fledgelings Playgroup is good. Children are happy, well settled and content and enjoy their time at the setting. Staff provide a warm, welcoming environment where all children are equally valued and their learning needs are met well. Parents hold the setting in high regard, knowing that their children are being well looked after and achieving well. The new supervisor provides effective leadership. She ensures that all staff share an understanding of where improvements are needed and has maintained and improved the good-quality provision noted at the time of the previous inspection. This means that the setting is well placed to continue to improve in the future.

What steps need to be taken to improve provision further?

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

- improve the quality and flexibility of the outdoor area
- improve the quality of guidance for learning and development by ensuring that staff feedback and praise to children is more specific.

The leadership and management of the early years provision

The playgroup is led well. Good leadership ensures that staff work together as an effective team. All required policies are in place and have been recently reviewed by the new staff team. Good leadership and effective monitoring and evaluation is

resulting in the provision being steadily improved, as it is reviewed by the new team in the light of the recent Early Years Foundation Stage (EYFS) framework. Stronger emphasis is being placed on promoting greater independence of children and they are responding to this challenge well. Leaders ensure that the learning needs of all children, irrespective of their abilities or backgrounds, are taken into full account in planning. Although the setting does not maintain formal self-evaluation documentation, staff regularly and effectively reflect on the quality of provision and on children's progress, identifying together where improvement is most needed. Relationships and communication with parents and carers is good and staff make themselves available at appropriate times to meet parents to discuss children's progress.

Child protection and safeguarding procedures meet all statutory requirements. Staff training is up-to-date and good procedures are in place for continually assessing risks and monitoring the health, safety and well being of each child. Well-established routines and warm relationships help children feel secure, as does the well-established key worker scheme through which staff members are linked with particular children.

The quality and standards of the early years provision

Indoor space is of good quality and is used well. Outdoor space is more limited and less flexible, especially when the large grassed area is out of use due to a period of wet weather. Good relationships with the neighbouring primary school mean that the impact of these limitations is kept to a minimum and children often use the school's early years outdoor play area so that disruption to children's physical development is minimised.

Organisation of the resources for all areas of learning is efficient. These are readily accessible to children, who are familiar with the organisation so that they can use materials independently and help tidy up after activities. The well-trained staff have good knowledge of the EYFS curriculum and work well to ensure that the learning needs of all children, including higher attaining children and those who find learning difficult. Strong emphasis on children's social and emotional development and on their language and number skills prepares them well for full-time school. Daily practice in letters and letter sounds is helping children make good progress in their language development. Children enjoy using the computer and achieve well in information and communication technology (ICT).

Well judged questions by staff help children develop their knowledge, skills and understanding and the good emphasis on children working independently encourages them to work things out for themselves and explore new areas. When children work independently, staff observe them diligently and intervene appropriately to support their learning or well-being. Now that there are four staff, children's individual needs can be better met. Staff quickly identify any child who is not thriving and take effective action to ensure that each child gets the best out of the activities provided.

Daily routines such as taking the register and setting the date are well used to

develop basic counting and number skills. Children's knowledge and understanding of the world is extended through daily weather discussions. Children are helped to develop their understanding of how to lead a healthy lifestyle by discussing the healthy snacks they are provided with. They also benefit from frequent opportunities for activity and exercise.

The main strength of the provision is the emphasis given to children's welfare. Staff's kind and caring approach ensures children are happy, safe and make good progress. Children are praised for their behaviour and their work but sometimes praise is a little vague and comments are not specific enough to provide clear guidance on how they might improve in 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

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| 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

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| 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

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| 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 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.