

Hereward Playgroup

Inspection report for early years provision

Unique reference number 402102
Inspection date 15/01/2009
Inspector Jackie Cousins

Setting address Hereward CPS, Colebrook Lane, LOUGHTON, Essex, IG10
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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).

Description of the setting

Hereward Playgroup opened in 1988. It operates from a de-mountable classroom within the grounds of the Hereward Primary School, in Loughton. The playgroup serves the local area. Disabled children and adults have suitable access to the setting via a ramp.

There are currently 30 children from two to four years on roll in the Early Years Foundation Stage (EYFS). The playgroup can take a maximum of 20 children between the age of two years and the end of the EYFS. The group does not offer funded places, as there is a nursery adjacent to the playgroup which provides facilities for funded children. The setting currently does not support children with learning difficulties and/or disabilities or those who speak English as an additional language, but it has done in the past. The group opens five mornings a week during school terms. Sessions are from 08.55 to 11.50. The setting is on the Early Years Register.

The setting employs three full-time staff to work with the children. The manager has a National Vocational Qualification (NVQ) Level 3 and two members of staff have an NVQ Level 2. The playgroup works in partnership with the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Hereward Playgroup provides a good start to children's education because it is led effectively. The playgroup has made considerable improvements since the last inspection and its capacity to improve in the future is good. Children are kept safe due to the fact that welfare requirements are met fully. The children make good progress in their learning because staff use effective teaching methods. Children from all backgrounds and abilities are included well in every learning activity.

What steps need to be taken to improve provision further?

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

- create an overview of the checks made on all staff
- make sure that EYFS development guidance is used effectively to record assessments of children and share them more formally with parents
- ensure that staff monitor children's involvement each day in key learning activities, especially in literacy and numeracy.

The leadership and management of the early years provision

The manager and staff are keen to improve the playgroup. Effective policies are in place to ensure children's welfare. The manager regularly evaluates the way the playgroup is run and what it offers. Staff update their knowledge regularly by

going on training courses and gaining relevant qualifications. There have been significant improvements since the last inspection. This includes a member of staff who is qualified to give first aid to children in the early years. The children are safeguarded satisfactorily because required checks are carried out. An overview of the checks made on all staff has not been created and so not everyone is clear about who has received safeguarding checks. Children of all backgrounds and abilities take part in activities successfully because staff treat all children as individuals and plan for their needs well. A good partnership with the primary school ensures that staff share information on children thoughtfully. The leadership team works fruitfully with parents. Those spoken to said that staff act astutely on their concerns.

The quality and standards of the early years provision

Children achieve well because they receive good teaching. They develop their basic skills effectively because staff have high expectations of them. Children develop their reading skills successfully as a result of staff using open-ended questioning effectively. For example, they learn to analyse pictures in books because staff ask them challenging questions about them. Some children learn to write and draw successfully because resources are readily available. Staff incorporate good opportunities to develop children's understanding of number such as encouraging them to count how many trains there are on a page. However, they do not record in detail which activities children complete each morning and so they do not know in detail which children have undertaken the literacy and numeracy activities. Children's creative and physical skills develop well. This includes being taught how to control their arms accurately when they learn how to throw and catch a ball. Children learn effectively about our world when they paint Mendi patterns on their hands and act out the story of Jesus' birth. Staff offer children positive feedback and stickers for good work and behaviour. Planning for each week ensure a good range of resources are made available to children. Staff assess children carefully but they do not always use EYFS developmental guidance successfully to record their attainment and the next steps that children will take. Neither do they share these formally with parents.

Children's welfare is of huge importance to all staff. The children happily go to any member of staff. This is because staff care for children well, whether they are in the classrooms or the outside area. Children are kept safe due to the effective use of policies. The children handle equipment safely because staff guide them attentively. Occasional accidents are recorded in detail and so all are aware how incidents are handled. Good systems are in place to ensure that only parents or known carers collect children.

Children's personal development is good because staff care for their needs dutifully. Children's enjoyment is clearly visible during all of the interesting activities planned for them. They thoroughly enjoy learning about different materials. For example, they create a collage of an elephant using glue and coloured paper. Children behave satisfactorily because staff monitor them suitably. Children have a sound understanding of how to move around the building and walk to the playground safely. The children learn to share at snack time because

they sit at a table together, supervised by staff. They learn to take turns successfully because staff talk to them and guide them carefully. The children learn effectively about how to eat healthily by eating bananas, apples and carrots at snack time. Children enjoy a drink of milk half way through the session due to staff developing routines effectively. They learn to be independent due to the fact that for part of the session they can choose which activities they do. With their well-developed social skills and successfully promoted key skills they are effectively prepared for the next stage of education.

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?	3

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 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.