

Get Set Playgroup

Inspection report for early years provision

Unique reference number EY344077
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Inspector Denise Franklin

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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

Get Set Playgroup was first registered in 2001 and re-registered under the current ownership in 2006 due to a move of premises. The setting is registered on the Early Years Register. The playgroup operates from sole premises located in the grounds of Hillside First School, Worle, North Somerset. The group has excellent links with the school and has access to the school's hall and playground for physical and outdoor activities. The group is within walking distance of the church and local amenities. A maximum of 20 children may attend the playgroup at any one time. At present, the group has 32 children on roll, all of which are in receipt of early years funding. The group supports children with learning difficulties and/or disabilities. It opens Monday to Friday from 09.15 to 11.45 and Tuesday to Thursday from 12.15 to 14.45 term time only. The playgroup employs five members of staff; of these three hold Level 3 qualifications and two are working towards Level 2 qualifications. The group receives support from the local authority and is a member of the Pre-School Learning Alliance. The setting has appropriate disabled access.

Overall effectiveness of the early years provision

The staff at Get Set Playgroup have very effectively maintained their outstanding aspects from the previous inspection and improved those that were good to outstanding. The setting provides outstanding provision and very effectively ensures that the needs of all the children are fully met because all staff have excellent knowledge and understanding of the Early Years Foundation Stage requirements and implement them extremely well. All welfare requirements are fully in place and rigorously implemented, consequently children feel safe at all times. The setting is highly effective in ensuring that the children are extremely well integrated and achieve as well as they can. Outstanding leadership and management and strong commitment of staff ensure that the setting has excellent capacity to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that children can have access to an outside area at all times so that they can choose to be inside or outdoors

The leadership and management of the early years provision

The leadership and management of the setting continue to be outstanding because of the very strong commitment by the owners and staff to focusing on maintaining and improving the provision for the children in their care. The setting very effectively uses a range of strategies to monitor and evaluate its practice and

managers have excellent knowledge of the strengths and areas they wish to develop. For example they are looking at ways to further improve the environment, particularly the book area and to develop the outdoor areas. Inspection evidence indicates that the setting runs extremely smoothly on a day-to-day basis, even in the absence of the manager. Resources are very well organised and accessible for children to choose their own activities. All aspects of safeguarding procedures, including the recommendation from the last report, are fully in place and rigorously implemented. Risk assessments are undertaken regularly for all aspects of the setting and are appropriately detailed.

Partnerships with parents and with Hillside First School are outstanding. The setting works closely with the school to ensure a smooth transition and have access to facilities such as the hall and playground for physical activities. This year the playgroup performed a Christmas play for parents and friends, which was very successful, in the school hall. Parents are extremely happy with the information they receive, both informal and formal. Curriculum information, policies and procedures are readily available. There is plenty of photographic evidence of what the children do each day and have for their snack. This is easily accessible for parents. Parents of new children feel that the induction and settling in process for their child has been excellent. The home/setting diaries enable parents and staff to share relevant information and the 'wow' stickers enable parents to share significant events in their child's life with the setting.

The quality and standards of the early years provision

The children are extremely well settled and thoroughly enjoy learning in an attractive stimulating learning environment. They know the routines and have been fully involved in deciding the rules for the setting. They show an excellent awareness of the need to keep these rules in order to stay safe. Staff have very high expectations of appropriate behaviour and children respect these and respond extremely well with exemplary behaviour. They learn to respect each other and one child said 'if we are kind to everybody we get lots of friends'. Children were observed taking responsibilities, such as collecting books at the end of a quiet reading session. They take these responsibilities very seriously. Children are encouraged to be independent and learn to tidy away equipment after use. Rewards such as 'helping hand' and 'star of the week' support positive behaviour very effectively. Children have access to healthy snacks and drinks. Snack-time is used very well as an opportunity for children to develop healthy habits, to socialise and for staff to get to know the children in their key group. All welfare requirements are fully in place and rigorously implemented, including suitability of outdoor and indoor spaces, equipment and staff. As a result children feel safe and extremely well cared for at all times.

The setting has maintained the high quality provision for children's learning and development by ensuring activities are well planned and interesting for the children. Therefore children enjoy their learning and achieve extremely well. Planning is detailed and adapted to meet the needs and interests of the children. For example children use the role-play areas imaginatively for play and recently the area became the home of 'Winnie the Witch'. Two children were observed

writing invitations to a party and another child, in a policeman's uniform was busy directing traffic. Adult interaction was excellent and children were extremely well supported in developing their communication, language and imaginative skills. During a story session, for the whole group, children were eagerly joining in repeated phrases and talked enthusiastically about the pictures. The adult, who was eager to share her love of stories with the children, encouraged them all to participate. This supported their learning very effectively. An excellent strategy used to develop children's speaking and listening skills is the 'talking spoon'. Children know that when this is used only the child holding the spoon can talk and the rest listen. Response to this strategy was excellent and impacted extremely well on the children's communication and listening skills. Children have excellent opportunities to learn about other cultures. For example photographic evidence shows children making dragons and celebrating Chinese New Year. Outstanding progress in basic skills and excellent development of independent skills ensure children are extremely well prepared for their next stage in learning.

The setting uses the outdoor areas well for a range of planned activities, particularly in fine weather. They also use the school playground for climbing, physical activities and singing games. However there are too few opportunities for children to decide, themselves, whether to be outside because the outside area is not always available to them.

Staff make detailed observations of the children and use the information extremely well to support their planning and knowledge of individual children's progress. The learning diaries provide comprehensive written and photographic information about each child's progress in their learning and development. These are shared regularly with parents. Other strategies such as the home/setting diaries and the 'wow' stickers ensure that parents are fully involved in their child's learning and development.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
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?	1

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 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.