

# Foundry Lane Community Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	131536
<b>Inspection date</b>	26/01/2009
<b>Inspector</b>	Stephanie Matthews
<b>Setting address</b>	Foundry Lane Primary School, Foundry Lane, Southampton, Hampshire, SO15 3JT
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<b>Email</b>	
<b>Type of setting</b>	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

Foundry Lane Community Playgroup opened in 1998 and recently celebrated its 10 year anniversary. It occupies a purpose built unit but no longer has use of the extra room available at the time of the previous inspection. It is situated in the grounds of Foundry Lane Primary School, Shirley, Southampton, and uses some of the school's outside play facilities. It has its own enclosed, outside play area.

The majority of children come from the local area and progress into the reception classes of the adjacent school. The setting is registered to care for 24 children at any one time aged between two and five years, although at present all children attending are four years old. There are currently 52 children on the roll and all of them are in receipt of government funding for nursery education.

Children attend for a variety of morning and afternoon sessions, during term time, and sessions are 08:40 to 11:40 and 12:30 to 15:30. The setting has disabled access and facilities and supports children with learning difficulties and disabilities. An increasing number of children joining the playgroup are speaking English as an additional language.

There are seven members of staff who work with the children, five hold relevant early years qualifications and two recently appointed staff are undertaking training. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

Foundry Lane Community Playgroup is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall provision is good and the setting provides effectively for the children. It is very well regarded locally and is oversubscribed. It is well led and managed. Resources and staff are well deployed and available space is well used. Staff have developed good relationships with parents who say that they are very happy with the care that their children receive. The setting is very inclusive and caters well for children with learning difficulties or disabilities, and for the increasing number of children who speak English as an additional language. The good quality of leadership and management ensures that there is a clear focus on self-evaluation and continuous improvement. All aspects of safeguarding are fully in place. The setting has a good capacity to improve further.

## What steps need to be taken to improve provision further?

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

- improve access to information and communication technology (ICT) resources

- improve provision for outdoor play by providing safe surfaces for climbing activities and more covered areas.

## **The leadership and management of the early years provision**

The setting is led and managed well. The two play leaders, who are well qualified to National Vocational Qualification at level 4 share the overall management. They are in the process of completing their self-evaluation form and have a well established philosophy of ongoing evaluation and review. They have undertaken training provided by the local authority and they have taken the opportunity to work in other playgroups to facilitate the exchange of ideas. One of the leaders is working in the after school club and manages the holiday play scheme thus facilitating continuity and progression. Links with reception teachers are very strong as they regularly meet to work together on curriculum and resource development. They have responded very positively to the new Early Years Foundation Stage guidelines and clearly have a good capacity to improve the setting.

The management committee of parents is also very effective. There is now more continuity of personnel involved and they have developed a very active role. They are effective in seeking grants for improvement, in fund raising and in working with local businesses. The setting supports students well by providing training and offers work placement opportunities for local secondary school students. Leadership and management have improved communication with parents and work hard to ensure that the setting is fully part of the local community. It responds well to local needs and is looking for ways of accommodating more children.

Safeguarding procedures are fully in place and very effective. Staff are very careful about securing doors and gates and ensuring that visitors sign in.

## **The quality and standards of the early years provision**

The setting provides a good quality of care and children settle well because they feel safe. Their development is monitored carefully and this information is shared with parents and carers and with the reception teachers at the adjacent primary school.

Children show a secure understanding of health and hygiene issues although some have to be reminded about washing their hands. They enjoy snack time and sometimes help to prepare food. They enjoy a variety of snacks, apple and raisins on one day and Chinese noodles, as part of a celebration of the Chinese New Year, on the next. There is a clear emphasis on healthy eating and on awareness of other cultures and their food preferences.

Children go on local visits and to the school for some activities. Recently the setting has introduced a trip to an activity centre. They know about the importance of soil for vegetation and about growing things, and were very interested in spring bulbs provided by a local garden centre.

Children are very active and choose from lots of free play options including role-play and dressing up areas. They particularly benefited from working in the role-play 'Chinese Restaurant' where they gained an understanding of preparing and serving food and taking money. There are lots of activities planned for them despite the shortage of space. The outside area is secure and provides opportunities for most areas of development but there is no soft surface and so climbing activities are not possible. It can be used in wet weather because the setting is providing coats and boots but there is little shelter and access is too limited to allow a full free flow of play from inside to out.

Indoor activities are well set out and cover the six areas of learning well. Children are learning to choose for themselves and to sustain activities. They enjoy construction toys, play dough and books, and were observed painting in really vivid colours. The setting has very limited information communication technology resources either as toys or computers available for children's use, and the play leaders are aware that this is a priority when new resources are purchased.

Children make a positive contribution by helping to clear up by putting away toys and preparing snacks. They have been involved in fund raising through activities such as a sponsored toddle and the money raised was shared between the setting and a children's charity. They understand about differences between people and children from different faiths and background and play together harmoniously. The close links with the primary school help them to progress easily to the next stage of their 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.