

# Daventry Community Association Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	219950
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Susan Marriott
<b>Setting address</b>	Daventry Community Centre, Ashby Road, Daventry, Northamptonshire, NN11 9QG
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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).

## **Description of the setting**

Daventry Community Centre Playgroup is held in the Community Centre in Daventry. It is a voluntary committee-run group with close links to the Community Centre Association. The group has been running since 1977. Children attend from the surrounding urban area, and many go on to the neighbouring Falconer Infants' School. The playgroup has the use of two playrooms and a large hall for physical play. There are facilities for preparing snacks in the rooms and a toilet area is close by. The group makes regular visits to the infant school to make use of their outdoor play area.

The group is open Monday to Friday 09.00 to 12.00 during term-time only and is registered on the Early Years Register. A maximum of 28 children may attend the playgroup at any one time. There are currently 35 children aged from two years to under five years on roll, of whom 30 are in receipt of government funding for nursery education. The playgroup currently supports a number of children with learning difficulties and/or disabilities. There are six members of staff, of whom four hold appropriate early years qualifications to at least Level 2. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the provision is satisfactory. This is a very friendly and sufficiently inclusive setting, where many aspects of children's welfare and learning are secured and their needs are reasonably met. However, there are weaknesses in the organisation of the environment, toileting procedures, behaviour management, partnership working and lapses in security measures which potentially compromise children's safety and welfare. The management team have begun to evaluate the setting's strengths and weaknesses and demonstrate a positive capacity to initiate and implement continuous improvement. However, the observation and assessment process is not yet sufficiently embedded to consolidate recent improvements and clearly demonstrate children's progress in relation to their starting points and capabilities.

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

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

- implement a system to verify the identity of any visitors
- strengthen partnership working to maintain a regular two-way flow of information with parents and between providers
- improve the consistency of behaviour management in a manner appropriate for their stage of development and particular needs
- review the organisation of the use of the available outdoor space to enable all children to have daily access to fresh air and exercise
- review and organise systems to ensure that every child receives an enjoyable and challenging learning experience that is tailored to meet their individual

needs

- use the observations and assessments to identify the next steps in children's learning and plan relevant and motivating learning experiences for each child, using the Practice Guidance to match observations to the expectations of the early learning goals to clearly demonstrate the progress children make.

To fully meet the specific requirements of the EYFS, the registered person must:

- take steps to prevent intruders entering the premises and ensure these are maintained at all times (Safeguarding and welfare) 30/04/2009
- ensure effective systems are in place to meet the individual needs of children with regard to toileting (Organisation). 30/04/2009

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

Children's care, learning and welfare is generally supported by the acceptable way the setting is led and managed. All required paperwork is readily accessible and effectively underpins the generally safe and efficient management of the provision. Current safeguarding requirements are fully met, risk assessment is in place and the setting is sufficiently inclusive. Security measures are usually adequate and a record of visitors is kept. However, the doors are not always secured appropriately and the identity of visitors is not always verified. All children use one toilet within the playgroup's area of the community hall premises. Although children have independent access, they often have to wait for their turn and their privacy is often not protected. These incidents compromise the safety and welfare of children and staff.

Key workers gather basic information from parents and carers to establish children's starting points on entry but do not use their assessments of children's needs effectively to inform future planning. Staff have begun to implement a new observation and assessment system to record the children's progress. The system is not yet fully embedded and does not yet demonstrate the progress that children make. The group issues regular newsletters and provide a notice board with further information for parents and carers. However, this is located in an area where many parents cannot access this easily. Staff offer parents and carers the opportunity to view their child's progress folder and have offered evening consultation meetings in the past. The interest and response from parents has been minimal to date and this weakens partnership working between home and pre-school. The manager has worked with her deputy to identify the setting's strengths and weaknesses and has begun to tackle the areas for development with the staff team. This systematic approach is making a sound contribution towards raising the standards of quality and education. This also secures the setting's fair capacity for continuous improvement.

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

The education programme generally covers most aspects of the early learning goals, ensuring children enjoy a sound range of activities. There is planned, purposeful play indoors, which is both adult and child-led. A key strength of the pre-school is that children are actively involved in preparing their own snack on many mornings. They show a willingness to tackle the problem of arranging their chosen fruit on wooden skewers and demonstrate a sense of pride in their achievement. Children find their own name written on a roll of labels and name their finished skewer, beginning to read a range of familiar and common words independently. Staff sit with the children at snack time and engage them in conversation about the lives of people familiar to them. Children learn to complete a simple program on the computer and show an interest in shape by sustained construction activity with the waffles and by talking about shapes and arrangements whilst exploring the wooden 'tap-tap' equipment.

Children generally enjoy themselves, although indoor and outdoor activities, resources and routines are not always organised, prepared and presented to best effect to enthuse and inspire children's disposition to learn. For example, children make limited use of the book corner because it is not attractively set out. A large wooden climbing frame provides indoor opportunities for some of the younger children to develop their physical skills. The older children find little challenge in the free play and crowd onto the equipment, pushing and shouting and this remains unchallenged by staff. Only six children at a time are taken to use the play areas made available by the neighbouring school, limiting children's access to fresh air and outdoor play. Nevertheless, children have lots of fun and with enthusiastic support from staff, initiate their own imaginative play scenarios, as pirates looking for buried treasure in the wooden fort construction. Children enjoy access to the large indoor hall on some days, but these sessions are not always planned effectively to enable children to enjoy vigorous physical exercise and ensure best use of the facilities.

Children enjoy variable support from the staff in relation to their care and learning. Some staff are able to sustain excellent levels of interaction and successfully draw learning from play, providing new vocabulary such as 'trickle' during cornflour 'gloop' play. However, some staff lack the skills and knowledge to present activities attractively to extend and engage children's interest and enthusiasm. For example, children have a limited choice of resources, such as wallpaper scraps and foam flowers when they make Easter cards. Children follow the direction of staff to produce a pre-determined end product with little freedom to exercise independent choice or original creative skill.

Children learn about staying safe through circle time, when they discuss issues such as stranger danger and road safety and they participate in regular fire drills. They learn about healthy snack food choices and the water cooler ensures water is available at all times. However, they have limited opportunities to learn about the benefits of physical activity. Children join in and have fun and their individual needs are generally met by staff but they receive mixed messages about expectations for behaviour. Despite the 'no running' rule, children are permitted to

run down the corridor to the toilet but told not to run from the large hall after a ball rolling game. Children's social and economic well-being is met.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.