

Parkhall Playgroup

Inspection report for early years provision

Unique reference number	221856
Inspection date	27/02/2009
Inspector	Helen Ranger

Setting address	Somersham Primary School, Parkhall Road, Somersham, Huntingdon, Cambridgeshire, PE28 3EU
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Telephone number	01487 740774
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Type of setting	Childcare on non-domestic premises
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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

Parkhall Playgroup opened in 1977 and is managed by a voluntary committee. It operates from a mobile classroom in the grounds of Somersham Primary School. There is an enclosed outdoor play area. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend at any one time. There are currently 29 children on roll, aged from two to under five years of age, including 19 who are eligible for early years education funding. The playgroup supports a small number of children with learning difficulties and/or disabilities or with English as an additional language. The accommodation does not have the ramps necessary to ensure full access for all disabled children and adults. The playgroup is open from 09.00 to 11.30 and 12.35 to 15.10 each weekday during term time. An optional lunch club is available each day between these sessions. Children attend for a variety of sessions.

The playgroup employs 10 staff who all work on a part-time basis. Eight of the staff, including the manager, hold appropriate early years qualifications. Three members of staff are working towards an initial or further qualification. The playgroup is a member of the Pre-school Learning Alliance and works closely with the early years department of the neighbouring primary school.

Overall effectiveness of the early years provision

The provision at Parkhall Playgroup is good. It meets the needs of the children in its care well. It is highly regarded by parents because it ensures that children are happy and secure and that they make good progress in their learning. All children, including those with disabilities and any who need extra help with learning, are fully included. Adults provide interesting and stimulating activities that the children enjoy. The staff and committee are constantly reviewing and improving their practice. Consequently, the setting has good capacity to continue to improve the provision.

What steps need to be taken to improve provision further?

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

- work to improve the accommodation to enable learning to flow more freely between indoors and out, and to improve access for disabled children and adults
- support children's progress by creating further opportunities for staff and parents to share information about children's interests and achievements to use in planning activities.

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

- notify Ofsted of any change to the individuals who are 06/03/2009

partners or members of its governing body. (W5 Documentation)

The leadership and management of the early years provision

The committee and staff work as an effective team in promoting children's welfare, learning and development. They have acted well on the recommendations and areas for action from the last inspection and developed provision further. While staff are at a fairly early stage of formally recording their self-evaluation discussions, they know the strengths of the setting well and have clear ideas of how it can develop. There are appropriate links when needed with other agencies who provide specialist help for individual children. Safety and welfare are given high priority. Safeguarding arrangements, such as those for checking the suitability of the adults who work with children, meet requirements. However, the managing committee has not made Ofsted aware of the most recent changes to its membership as is required. There are daily checks of the building and equipment to ensure that the accommodation is clean and safe. Detailed one-off risk assessments are undertaken for events such as visits away from the site. First aid arrangements are thorough. Staff are well qualified and show the commitment to keep up to date with current practice and national developments in all relevant areas.

There are good partnership arrangements that benefit the children. Good working relationships with the reception staff at the primary school ensure that the transition from the setting to the school is smooth. Playgroup staff have frequent contact with parents and relevant carers such as childminders. Parents value these highly and feel involved in the setting's work and in any changes that are made. The staff wish to extend such contacts to give opportunities to discuss each child's progress in more detail and for parents to be able to share information about their child's interests and achievements at home.

The quality and standards of the early years provision

Children are cared for well, enjoy their time in the setting and form secure, trusting relationships with enthusiastic staff. Staff provide a safe, welcoming environment. Children and their parents or carers are greeted warmly at the start of each session and relevant information exchanged. Four staff are currently employed for each morning or afternoon session so that children receive plenty of adult support in their learning. Any who need some additional help receive it as appropriate, such as bilingual support from a Polish speaking member of staff and help for any individual physical and emotional needs. A key person system is well established to enable children to form effective bonds with a named adult.

Children are working at the levels expected for their age. Sessions are planned to fit well with the range of abilities and aptitudes in each group. Those who need extra adult help receive it and there is appropriate challenge for children who find learning easier. Interesting activities cover all the required areas of learning. There

is a suitable focus on early social, language and mathematical skills and children make good progress. The oldest children are well prepared to move to primary school. Their behaviour is very good. Their independence is encouraged through activities such as tidy up time, which children do cheerfully and efficiently. They benefit from visits out such as to the local allotments and a home for retired people. Their understanding of healthy lives is encouraged well through physical exercise and by staff working with parents to provide healthy snacks.

Staff make use of national guidance in their planning and are knowledgeable about what the children are expected to learn. Ongoing observations of individual children are used well to record achievement and to plan further relevant experiences that build securely on what the children already know and can do. The staff are gradually bringing their assessment practice in line with changing national guidance and are increasingly able to provide primary school staff with the information they need about children on transfer.

There is a well-equipped outdoor area providing opportunities for children to play and work in the fresh air. Climbing apparatus and wheeled toys are available. The area is used daily whenever possible. However, there is no covered area to enable children to work outside whatever the weather. In addition, the door to the area has to be operated by adults. In practice this means it is difficult to encourage a free flow between indoor and outdoor learning. The staff are keen to improve the accommodation but are finding it difficult to access resources to help them realise their plans in the near 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

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?	2

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 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.