

Central Playgroup

Inspection report for early years provision

Unique reference number	218112
Inspection date	18/03/2009
Inspector	Christine Millet

Setting address	Moorgate School, Hospital Street, Tamworth, Staffordshire, B79 7EE
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Telephone number	07985 777812
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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

Central Playgroup opened in 1974 and is run by a committee. It operates from a classroom on the site of Moorgate Primary School in Tamworth serving families in the local community. All children have access to a secure enclosed outdoor play area. Links have been established with the school. Disabled access is provided.

The setting is on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:00 to 11.45 and 12.45 to 15.15 each Monday, Wednesday and Friday. There are currently 51 children aged from two to under five years on roll. Of these 37 children receive funding for nursery education. Children come from the local area. The playgroup currently supports children with learning difficulties and/or disabilities. The playgroup employs seven staff. Four of the staff, including the supervisor, hold appropriate early years qualifications. One member of staff is working towards a qualification. The setting receives support from the early years advisory team.

Overall effectiveness of the early years provision

Overall the quality of provision is good. Central Playgroup makes good provision for the needs of all children because staff know their individual abilities and interests and offer a wide range of interesting activities. The safety of the children is a high priority for all staff and procedures are followed rigorously. There are very good links with parents who feel that their children are well looked after. The playgroup is all inclusive and children are happy and settled. All issues from the previous inspection have been addressed and the setting has 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:

- continue to develop outdoor area to provide more large apparatus so improving physical development further
- provide additional resources to promote cultural diversity even further

The leadership and management of the early years provision

Central Playgroup is well led and managed by the enthusiastic and well-qualified manager who is extremely well supported by her experienced team. There is a strong sense of commitment by everyone that ensures the setting runs smoothly. Staff meetings are held regularly, giving all adults a voice. All reflect on the quality of provision and are involved in planning and evaluating activities in order to provide quality learning experiences for the children. Staff recognise the

importance of evaluating their provision and have effectively commenced the use of self-evaluation to support continuous improvement. Recommendations made at the previous inspection have been carried out.

Safeguarding has a high priority and staff ensure that all policies and safeguarding procedures are in place and reviewed regularly. The setting works closely with parents who appreciate the care their children receive. 'My child loves coming', 'she loves it here and is really happy' are typical of the positive views expressed by parents. Progress and children's achievements are effectively shared with parents verbally and through the 'home-setting pockets'. Information about the playgroup is displayed prominently. Children with learning difficulties and/or disabilities are very well supported. Central Playgroup has established strong links with the local community as well as support services. Staff spend time observing and assessing children as they take part in a wide range of activities. These assessments are shared with teachers in the Reception class who appreciate their detail and thoroughness.

The quality and standards of the early years provision

Children at Central Playgroup are given a good start to learning and development and are provided with many opportunities to help them make progress in all areas of learning. Activities are well chosen to stimulate enquiry and broaden children's understanding of the world in which they live through first hand experiences. For example, making bird food then watching and waiting patiently for the birds to eat it.

There is a very good balance between child initiated and adult led activities which is reinforced by high staff/child ratios. Skilful adult intervention models good language and encourages independence of thought. There are opportunities for writing words and using numbers both indoors and out whilst the extensive outdoor area contributes greatly to physical development. Children joined in a game of hide-and-seek with great enthusiasm and found some imaginative places to hide. Staff have recognised the outdoor area as an area for further development to enhance outdoor provision even more.

Staff know the children well and understand what they enjoy and how to make learning fun. The role of the key worker is very well developed and ensures that all children's individual needs are extremely well met. The success of this strategy is evident in the assured way in which children play together and interact with adults. All children are included and very strong links exist with external agencies such as speech and language therapy. The thorough planning by staff is based on themes and festivals which help the children learn about the lives and cultures of other children. It is also flexible enough to incorporate children's interests and support specific needs.

Informal and formal observations are carried out by all staff. Evidence is recorded in a variety of ways including the use of photographs. These assessments help plot the progress that is being made through 'ages and stages' towards early learning goals and identify children with specific needs. Staff then go to great lengths to ensure that those needs are met. The recording of developmental progress is

detailed and this information is shared with parents as well as the school.

Staff have succeeded in creating a safe and secure environment where risk is minimised and children of all ages are well cared for. In the event of an accident appropriate action is taken as staff have had first aid training. Risk assessments are carried out on a regular basis. Children are familiar with the fire evacuation procedures.

Children learn from a very early age the importance of a healthy lifestyle. The drinking of water is encouraged throughout the day as is the eating of fruit. Snack times are very social occasions where children are given the responsibility of helping to give out the snacks. It is at these times that they make friends and develop good manners. Effective daily routines and good staff explanations promote children's understanding of health, safety and personal hygiene.

Children have good opportunities to contribute to the local community. They perform for the elderly as well as parents and friends and have planted bulbs to improve the school environment. They begin to learn about and respect other people's customs such as Diwali and the Chinese New Year through the curriculum. The manager, however, recognises the need to add new resources which further reflect cultural diversity. Children are very well behaved and have a good understanding of right and wrong. Children are provided with excellent opportunities to help them make good progress in all areas of learning, including Information and Communication Technology, which prepare them well for the next stage in 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

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?	1
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 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.