

# Abbotsford Playgroup

Inspection report for early years provision

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**Unique reference number** EY217505  
**Inspection date** 27/03/2009  
**Inspector** Georgina Walker

**Setting address** Abbotsford Community Centre, Summerfields Way South,  
ShIPLEY View, Ilkeston, Derbyshire, DE7 9JJ

**Telephone number** 0777 976 0969 or 07708 251 977

**Email**

**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

Abbotsford Playgroup opened in 2002. The facility operates from Abbotsford Community Centre, situated in Shipley View, Ilkeston, Derbyshire. The playgroup serves families from the local and surrounding area. There are no steps into the premises. There is a secure outdoor play area. The setting is registered on the Early Years Register to care for 26 children from two to five years and there are currently 34 children on roll. This includes children who receive funding for early education. The setting does share and/or seek information in partnership with some other Early Years Foundation Stage (EYFS) settings the children attend. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The playgroup opens five days a week term time only and sessions are Monday, Tuesday, Thursday and Friday from 09:30 until 12:00 and Wednesday 12:45 until 14:45 for children over three. The setting employs six part-time members of staff who work with the children. All but one of the staff hold appropriate early years qualifications. The playgroup is managed by a committee made up of the staff. The setting receives support from a member of staff from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children in the EYFS engage in a stimulating range of experiences in a child-friendly and safe environment. Staff plan creatively to develop worthwhile opportunities across all areas of learning and outdoor play is accessed daily, however, observation and assessments are not robust to ensure progress is consistent. All children are happy and enjoy themselves with the support of the enthusiastic staff who effectively promote inclusion and awareness of the wider world. Relationships between staff, parents and carers and some other settings is not fully effective to ensure relevant detail is sought and used to assist in promoting the welfare of the children. Management procedures, the adaptation and adoption of new policies and self-evaluation to reflect how the welfare requirements are met has not been completed, however, children are safeguarded, their well-being assured and plans for improvement are in hand.

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

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

- develop the observation and assessment arrangements for each individual child to ensure they consistently provide purposeful information and are used to plan the next steps relating to the stepping stones to the early learning goals
- ensure the records, policies and procedures which are required for the safe and efficient management of the setting to meet children's needs and legal requirements are effectively maintained and relate to current legislation

- develop procedures to formalise the management of the setting and inform Ofsted of relevant details
- devise systems to seek and share information with parents and other providers children in the EYFS age range attend which ensures all children's needs are met and achievements are effectively shared.

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

Recent changes to the leadership and make-up of how the setting is operated by the staff has resulted in policies relating to the EYFS not being adopted, although, three of the staff are very familiar with the content and all are to be made aware during the Easter holidays. The commitment of the staff to gain qualification status and address recommendations from the previous inspection and meet changes in legislation, to safeguard and promote children's welfare, is commendable. Recommendations have been successfully addressed or superseded by the EYFS requirements and staff meet regularly to discuss practice issues and how best to improve the setting and children's experiences, although, no minutes exist of decisions. Some detail is missing off children's records, the new 'starting point' sheets have yet to be completed to assist with planning next steps and accident records have incomplete detail to fully meet children's needs.

Healthy eating is promoted and children try an extensive range of fruits and drink milk or water at snack time. Children are aware of the routine to wash their hands before snack, resulting in excellent hygiene practices to prevent the risk of infection. Interesting resources have been purchased to stimulate and develop play activities and plans adapted to reflect children's developmental needs. Liaison with other providers delivering the EYFS is effectively developed with a local Sure Start setting, but other facilities are reluctant to share information. The parental brochure contains useful information and old policies and procedures have been accessible. Newsletters about activities, especially for the Wednesday group and discussions about progress has resulted in a closer partnership with parents. Inclusion of children with a range of individual needs are exceptionally well considered, especially with regard to lack of mobility, additional languages used and dietary needs to ensure each child integrates at their own unique pace. The promotion of staff attending ongoing training or receiving information at staff and planning meetings motivates an enthusiasm to implement the EYFS effectively.

Risk assessments are precise with checklists completed prior to each session. The environment is decorated with a wide variety of children's craft work, posters and the 'birthday balloons'. Resources are safely stored and brought out each session on a rotational basis. Children freely access the exciting range of resources presented by staff, which leads to greater independence and making choices.

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

The extent to which there is planned, purposeful play and exploration, with a balance of adult-led and children's own choice of activities, is worthwhile. Celebrations and festivals are carefully planned to enhance children's awareness as

an extension to the wide range of activities presented each day. Staff have changed the planning a number of times since the EYFS was implemented and are continuously evaluating whether this is successful. Weekly plans are evaluated and next steps are planned for each child to develop an activity or skill and interests or targets are set over a six week period which leads to a range of observations and notes being made regarding progress. These are cumbersome and not always evaluative to include next steps immediately. However, each child's key-person develops sound knowledge of their care and learning needs. Children with individual needs or English as a second language are supported by staff to develop in partnership with parents which ensures they are not disadvantaged in any way to gain skills required in the future.

Children develop a positive awareness of themselves and their needs through the good role models of staff, who consistently use praise and encouragement. Most children are aware of how to behave and share and are eager to learn in stimulating surroundings any issues are dealt with sensitively by staff. Children mark-make confidently as they paint pictures or draw on the chalk boards. Staff ensure children progress in communicating and literacy skills and spontaneous stories are requested by the children from the wide range of books presented attractively in the quiet area. Children are confident and eager to share their knowledge or ask questions to extend it. They are supported to develop problem-solving and numeracy awareness and use words spontaneously when discussing sizes of the dough shapes they have made. Children use tools and build constructions of train tracks or plastic bricks with dexterity. They eagerly play games on the toy computer, pretend to use old phones or typewriter keyboards as they learn skills for the future. They develop a sense of caring for others due to the mixed age-group present and learn about creatures from the natural world as part of activities when they make collage frogs and ducks for a spring display. Children are encouraged to be active and eagerly join in activities outdoors as the safety surfaced play area is accessed in all types of weather. Adults teach children to behave in ways that are safe for themselves and others, especially when putting their coats on to go outdoors. Children have good imaginations and develop role play, such as when dressing up to be doctors or nurses and use the medical tools on the dolls or each other.

## 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?	2
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?	2

### 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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	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**

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.