

Grove Hill Playgroup

Inspection report for early years provision

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Inspector	Elaine Marie McDonnell

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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 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

Grove Hill Playgroup is managed by a committee and was registered in 1992, previous to that, care has been offered here for 30 years. The facility is registered at Grove Hill Youth and Community Centre, close to the local primary schools, shops and other amenities.

The playgroup is registered to provide care for up to 26 children between the ages of two and five years. There are currently 46 children on roll and there is a waiting list in operation. Children from the local community mainly attend and the playgroup operates two sessions per day during school terms times only, with the exception of Friday, when it only operates in the morning. Opening times are between 09.15 and 11.45 and again between 12.30 until 14.45. The provision supports a small number of children with a disability and who speak English as an additional language.

Children have access to an attractive, enclosed outdoor play area with some safety surface and fixed equipment in place. They also have access to the sports hall within the community centre. Four members of staff are employed to work directly with the children, all have appropriate childcare qualifications at Levels 2 or above. Voluntary staff and students also work at the provision.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The environment is safe, secure and attractive for children and they have access to a good range of activities and play experiences which promote all areas of learning. Behaviour is a particular strength of the setting. Children are very well behaved and staff manage behaviour calmly and effectively. This results in an inclusive and friendly environment where children build positive relationships with adults and peers. All records and documentation required for the safe and efficient management of the provision are available, well kept and up to date. Adult to child ratios are sometimes above minimum requirements, which results in children receiving very good adult support and attention. A process of self-evaluation has been introduced and effectively used to identify and implement areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- draw children's attention to ICT equipment and encourage more regular use of this resource.

The leadership and management of the early years provision

Team work is another particular strength within the setting with staff working very well together to provide a positive and rich learning experience for all children. Staff demonstrate a positive attitude towards personal development and have good access to ongoing training and development courses. Since the last inspection they have attended training relating to National Vocational Qualifications at Level 3, Early Years Foundation Stage courses, food hygiene and safeguarding. All members of staff also hold appropriate, up to date first aid qualifications.

Attendance records and observation indicate that adult to child ratios and space ratios are effectively maintained to ensure safety and to meet the needs of the children. Adult to child ratios are sometimes above minimum recommendations and results in children receiving very good support and attention. Staff demonstrate a good knowledge and understanding of child protection issues and comprehensive procedures are in place. As a result children are well safeguarded.

Staff ensure continuous improvement to provide high quality care and education. A process of self-evaluation ensures that areas for continuous improvement are effectively identified and addressed. For example, the development of the outdoor play area now allows children to experience planting and growing seeds. Appropriate improvements have also been made since the last inspection as the two recommendations raised have been fully addressed.

The setting works well in partnerships with parents and carers. Parents are kept fully informed of their child's development and progress through regular discussions with staff. Many parents expressed very positive comments about the provision during the inspection and are very happy with the level of care and education their children receive. Playgroup staff effectively liaise with other professionals and settings where the children in their care also attend, such as support workers, nursery and reception classes. This results in children receiving individual care and learning support appropriate to their needs, including children with additional needs.

The quality and standards of the early years provision

Children are involved in a wide range of activities which help them to progress in all areas of learning and adults support children's development well by being involved in their play with them. Children's individual learning and development are observed and recorded by key persons and the information gained is effectively used to inform future planning. Staff demonstrate that they know the children and their capabilities well. The quality of activity planning is good and takes account of the six areas of learning, ensuring that all are covered regularly. Children's individual interests and needs are also considered during planning. For example, a child was afraid when police parked near to the setting so staff began to discuss possible police-related and fun activities that would help to reduce his fear.

All children enter the setting happily and separate from parents and carers without

support. They display high levels of involvement in activities and are confident to speak in familiar groups. Children learn to be active and creative learners and think critically, for example, they persevere with jigsaw puzzles of increasing difficulty. They have opportunities to make choices and decisions, such as about what activities they want to play with and they display high levels of involvement in activities. They communicate freely about their home and community, for example, when discussing holidays and Christenings.

Children are supported to make progress in communicating, literacy and numeracy, however, they do not make regular use of the computer. Children are helped to develop good habits as active, inquisitive and independent learners, for example, they have planted seeds outside and are very keen to check progress and search intently in the mud for signs of new growth. Children begin to understand the wider world through their play and communications. For example, they learn about their own and other cultural backgrounds and celebrations and have access to resources and activities which positively reflect wider society.

Children learn about keeping safe when involved in regular fire drills and their overall health and safety is well promoted by staff. They have good opportunities to be active and begin to learn to understand the benefits of physical activity and a healthy diet. Children enjoy their learning and have a positive attitude, they are busy and occupied at all times.

Children are very well behaved and behaviour is a particular strength within the setting. As a result, a relaxed and friendly environment is provided where children form good relationships with adults and peers. Inclusive practice is well promoted and all children are included and involved.

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

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