

Sunny Days Playgroup

Inspection report for early years provision

Unique reference number	512758
Inspection date	15/06/2009
Inspector	Shaheen Matloob
Setting address	St Thomas Church Hall, St Thomas Church Gardens, Huddersfield, West Yorkshire, HD2 1SL
Telephone number	01484 543637
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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

Sunny Days Playgroup opened in 2001. It is situated in Bradley, on the outskirts of Huddersfield, in West Yorkshire. The setting is managed by a voluntary committee. Care takes place in the St Thomas Church Hall building. Children have access to a spacious hall, suitable toilet facilities, and secure outdoor play area. The playgroup helps to provide wrap around care, through working in close partnership with the nursery staff from Bradley Primary School. The setting is open for five morning sessions each week during local school term times. Morning sessions are 08.45 to 11.45. The playgroup provides extended sessions for children who attend the nursery at Bradley Primary School. Extended sessions start at 11.45 and finish at 12.45.

The playgroup is registered by Ofsted on the Early Years Register only. A maximum of 26 children may attend the playgroup at any one time, of whom none must be under two years of age. Currently there are 38 children in the early years age range on register. The setting also supports some children who have English as an additional language and bi-lingual children.

There are five members of staff, the majority of whom hold recognised level 3 and 2 qualifications in childcare and early years education. The setting provides funded early education for three and four year olds and receive support from an advisory teacher. The playgroup are members of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The playgroup offers a warm and welcoming environment, in which children enjoy their time. Partnerships with parents are collaborative and positive. Staff ensure positive attitudes to diversity and difference, so that every child is included and not disadvantaged in any way. Planned activities and resources help children to value each other, so that they grow up making a positive contribution to society. The Playgroup's staff have worked well to make significant improvements, which have a positive impact on children's welfare and learning. They make good use of self-evaluation, effectively involving children and parents and continually look for ways to improve the quality of the learning, development and care they offer.

What steps need to be taken to improve provision further?

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

- improve the methods used to collate information gathered from self-evaluation systems, to effectively identify the setting's strengths and priorities for development, therefore improving the quality of the provision for children.

The leadership and management of the early years provision

Staff are deployed well and understand their roles and responsibilities in promoting children's welfare and supporting their learning and development. They work well to ensure that the setting operates smoothly. They have a clear commitment to continual improvement and regularly attend specific and beneficial training, to learn new skills and keep up to date with changes, therefore improving the practice for children. Self-evaluation systems are effective and detailed. The setting promotes children's rights, self-esteem and ensures children are listened to. Regular children's meetings are held where their opinions and decision making about their care and learning are taken on board and addressed. Parental questionnaires are well thought out and information from them is collected, however, the information from self-evaluation systems is not collated effectively and used to identify priorities for development that will impact on the quality of the provision for all children. The staff effectively liaise with other providers delivering the Early Years Foundation Stage (EYFS) for children to ensure progression and continuity of learning and care.

Staff have positive relationships with parents and encourage them to become involved in the group. They recognise parents play important role in children's lives. However, they understand that time is limited for some parents, so maximise opportunities to include them and have regular discussions with parents. The setting eases transition from home to the play group through an effective settling in procedure, the length of this is based on the children and parents individual needs. Information about the setting and its provision for learning and development is of a good quality, comprehensive and accessible to all parents. Parents and staff value the ongoing two way sharing of observations and assessments of children's interests, play and learning, which staff use to plan for future development and progression. Records of children's progress are effective and systematically shared with parents, who are actively involved in their children's learning and well informed of how to support this at home.

The setting has clear and comprehensive child protection arrangements, which are robust and well managed and regularly reviewed. All staff understand the safeguarding procedures and are proactive in taking the necessary steps to safeguard and promote the welfare of children. They take positive steps when a concern about a child's safety or welfare is raised and liaise with relevant agencies. Adults looking after children are suitable to do so and effective arrangements are in place to protect children from unvetted persons.

The quality and standards of the early years provision

Children are happy and settled in the welcoming and child friendly setting and say that they enjoy coming to the play group and the best things are the cars and their friends. They explain that they are all good friends and look after each other. All staff have completed relevant EYFS training and have a good knowledge of the learning goals and how children learn. This enables them to be involved in planning a wide range of good quality indoor and outdoor activities, incorporating

the six areas of learning, children's interests and needs, which are taken from their learning and development records to help them make progress. Staff effectively support all children's learning and development including gifted and talented children. They remove any barriers to ensure that all children are stretched and challenged, through an exciting and enjoyable range of experiences and learning opportunities. Individual planning documents contribute towards supporting children with focused activities and narrowing the achievement gap. Activities initiated and planned by staff are well balanced with those initiated by children and sensitively adapted to ensure that all children have access to the full range of experiences.

Children are confident speakers because staff listen to them and value what they say. Children happily talk about experiences at home. They particularly enjoy role play activities as they dress up as an astronaut and explain that they have been in space, they then proceed to become involved in creative activities to draw and cut out the moon. Children have access to excellent mark making materials and ascribe meaning to marks. Most children can write their names clearly, where the majority of letters are correctly formed. Effective self-registration also supports children in recognising the letters in their name and the sounds. Daily use of Information and Communication Technology (ICT) equipment ensures that children are confidently able to operate simple programmes. They recognise that tools, such as a mouse, keyboard and a hammer are used for specific purposes.

Children show a good awareness of healthy practices and consistently wash their hands as part of established daily routines. They recognise the importance of keeping healthy and make healthy choices about what they eat and drink. For example, they explain that broccoli and carrots are healthy and sweets are nice but, too many will make your teeth fall out. Children engage in daily vigorous physical activity as they access outdoor play independently. They actively demonstrate their increasing physical skills as they balance on equipment, use a hoola hoop and learn how to skip.

Children are able to rest and be active according to their needs. They explain that if they want to rest they can go in the story corner. Strategies are used to manage children's behaviour. Staff use sensitive explanations and ask children to take time to reflect and think about the consequences of their actions. Children clearly understand what constitutes as good behaviour, they explain that being kind and looking after each other is good. As a result children are consistently well behaved and polite. A clear equality and diversity policy provides a secure environment in which all children and families are treated with equal concern and their contributions are welcomed and valued. Staff use parent's knowledge and expertise to help children learn about other cultures and sample foods from different countries. Inclusive practice is promoted so that all children have their welfare needs met and achieve as well as they can regardless of background. Boys and girls are considered when planning activities. For example, staff encourage boys to become involved in creative activities on a larger scale and provide car magazines and comics in the book area. Additionally girls are provided with exciting and colourful wheeled toys, to enhance physical development.

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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