

Motcombe Playgroup

Inspection report for early years provision

Unique reference number	EY302564
Inspection date	01/04/2009
Inspector	Alison Weaver

Setting address	Motcombe Swimming Pool, Motcombe Road, Old Town, Eastbourne, East Sussex, BN21 1PU
Telephone number	01323 410748
Email	linda.lower@leisure.serco.com
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

Motcombe Playgroup opened under the current ownership in 2005. It operates from a converted house in the grounds of Motcombe Swimming Pool. The toilet is situated on the first floor of the building. The group opens five days a week during school term times. Sessions are from 09.15 to 13.10 on Mondays and Fridays. Tuesday, Wednesday and Thursday sessions are from 09.15 to 12.15 and include a swimming activity in the pool. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register. A maximum of 10 children may attend at any one time. There are currently 20 children on roll in the early years age range. Children come from a wide catchment area. The setting employs three staff. Only the manager holds appropriate early years qualifications. There is one member of staff working towards a recognised qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's care needs are promoted satisfactorily although not all relevant information about their backgrounds is gathered to ensure their individual needs are fully met. Most arrangements are in place to promote children's safety and well-being and there are appropriate processes for providing support for children with additional needs. Satisfactory links are formed with parents but these are not fully developed with regard to children's learning and development. Staff show a willingness to improve the provision for children although there is no form of systematic evaluation of the setting in place.

What steps need to be taken to improve provision further?

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

- implement an effective assessment system that will enable staff to identify individual learning priorities and plan relevant and motivating experiences for each child.

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

- update the complaints policy to include the address of Ofsted (Safeguarding and promoting children's welfare) 03/04/2009
- implement a key person system to ensure that the individual needs of all children are met (Organisation) 20/04/2009
- make the outdoor area safe and suitable for children by minimising all the hazards effectively (Suitable premises, environment and equipment). 01/05/2009

The leadership and management of the early years provision

The recruitment process is adequate and in the absence of any written evidence at the setting the manager verbally confirmed that checks are carried out on new staff to ensure they are suitable to work with children. Staff are fully aware of their responsibility to safeguard children and report any possible cases of child abuse. Ongoing training is encouraged and yearly staff appraisals are carried out to help support and develop staff in their role. The written policies are currently being reviewed as a few of them lack the latest procedures and necessary detail, for example the complaints policy. Staff are aware of their weaknesses and are taking steps to address the identified issues although they have not yet started to formally evaluate their practices to improve outcomes for children. However, the manager does evaluate the planned activities to see whether they have been successful in helping children make progress.

Overall, satisfactory precautions are taken to keep children safe and secure. However, there are a number of safety concerns in the outdoor area including broken wood panels, protruding nails, a poor drain cover and a broken metal grid. These hazards have not been minimised effectively by the owners and it results in staff having to closely monitor the children when playing outside rather than being able to promote 'free flow' play. The interior of the premises is in a poor state of decoration in places and this make it difficult for staff to make the area look welcoming for children and to display their pictures attractively.

Several parents took the opportunity at the inspection to give very positive feedback about the care the staff give and all felt that the opportunity for children to enjoy a swimming activity was a real bonus. Staff form informal and friendly relationships with parents. They verbally share information about children's individual progress on a daily basis. Due to the lack of an assessment system, there are currently less opportunities for parents to be formally involved in children's individual learning and development.

The quality and standards of the early years provision

Children play happily in the caring and friendly environment. They are confident and soon settle when they arrive. They have fun playing with a satisfactory variety of different toys and equipment. The organisation of the rooms is not always effective as some activities are not freely available, for example, mark making. Children develop their independence as they pour their own drinks at snack times and register their names. They build good relationships with each other and adults. They learn to share and show care for each other, for example, as they get out a cushion for another child at story time. They love singing funny songs such as the banana song. They carry on singing it during the session and ask to sing it at the swimming session. They shriek with joy and giggle as they splash each other with water as they do the actions in the song. They thoroughly enjoy their time in the swimming pool.

Children show a natural curiosity and a developing understanding of the world. They enjoy a wide variety of growing activities. They like to explore the local area and find out about other people. Staff interact effectively with the children and use good questioning to help extend their learning as they play. They develop their imagination and use of language as they make up stories together and draw the related pictures. Everyday routines and activities are used well to reinforce numbers, shapes and counting. Children develop a good awareness of personal safety and this shows in the way they move around the building and visit the pool. They demonstrate a good understanding of the need for personal hygiene as they talk about why they wash their hands.

As the group is small, staff do get to know the children but the manager has tended to take on the role of key person for all the children. There is no key person system organised to help individual children form a close attachment to a specific adult who will give them the support and care they need and work closely in partnership with their parents. Staff build a general overview of the children's abilities and achievements through observations. However, there is no assessment system in place to support staff and help them ensure that all children are working towards the early learning goals. This results in planning being very general as it is not focused on identifying and using children's individual next steps for learning in the plans.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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

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.