

Carbrooke Playgroup

Inspection report for early years provision

Unique reference number	254006
Inspection date	12/05/2009
Inspector	Georgina Emily Hobson Matthews

Setting address	Coronation Hall, Church Street, Carbrooke, THETFORD, Norfolk, IP25 6SW
------------------------	---

Telephone number	07870 849480
-------------------------	--------------

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 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

Carbrooke Playgroup is run by a board of trustees and has been registered since 1970. It operates from a room in the Carbrooke Village Hall. The building is accessed either via two steps or a short ramp and children have access to an outdoor play area. Children come from the village and the surrounding area. The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the playgroup at any one time. It is open on Mondays and Tuesdays from 09.00 until 12.30 and on Wednesdays, Thursday and Fridays from 09.00 until 15.00 during term time only.

There are currently 40 children who are within the Early Years Foundation stage (EYFS) on roll and the playgroup is in receipt of nursery funding. The trustees employ five members of staff to work with the children. Of these, four staff hold appropriate early years qualifications. The team of staff has experience of caring for children with additional learning and/or development needs.

Overall effectiveness of the early years provision

The provision is satisfactory. The pre-school's team of staff create a welcoming environment in which children feel secure and they make progress within most areas of learning. Generally children's welfare is promoted satisfactorily. Staff members are beginning to focus on an evaluation of their service and to identify areas for improvement within the provision. The pre-school has good systems in place to promote the inclusion of each child within the setting, staff members work closely with parents and have made some links with other EYFS providers who provide care for the children who attend.

What steps need to be taken to improve provision further?

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

- use quality improvement processes as the basis of ongoing internal review.

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

- reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times, with particular reference to the store cupboard and the outdoor area (Suitable premises, environment and equipment)
- develop the educational programme to provide well-planned experiences for outdoor play (Educational programmes).

01/06/2009

01/06/2009

The leadership and management of the early years provision

The pre-school's long-standing team of staff are committed to ongoing training in order to update their practice and to improve outcomes for children. Most staff members hold early years qualifications, all hold current paediatric first aid certificates and some have accessed recent food hygiene training. Appropriate recruitment and induction procedures are in place and staff have a satisfactory understanding of safeguarding procedures in order to protect children from harm or neglect. Although the pre-school has carried out an internal review, this is not robust enough to target areas of weakness. Generally, indoor areas and equipment are safe and appropriate for young children. However, the pre-school's risk assessment of the premises has not identified the store cupboard as an area of high hazard or included the outdoor play area. As a result, all potential hazards to children have not been minimised. The indoor learning environment is organised well and children have access to a range of activities that cover most areas of learning. Resources are changed regularly to ensure that children remain interested and motivated. Children are encouraged to play at their own pace and to select resources for part of each session. They come together as a group for 'circle time', snack, lunch and outdoor play.

Staff members are friendly and caring. They offer children lots of praise and listen carefully to their news and ideas. They have a satisfactory understanding of the EYFS and a sound awareness of how to support children's development. The supervisor and the team of staff plan fun, stimulating activities across most areas of learning. Each child is allocated a key person who uses information gathered from observation and assessment satisfactorily to ensure that each child makes progress in their learning. The pre-school has well-established systems in place to share information about the provision with parents. Sensitive settling-in procedures enable parents to remain with children at the outset of care and a detailed prospectus and regular newsletters keep them up-to-date with events and new procedures. Parents' satisfaction is reflected in their positive feedback. The pre-school has experience of caring for children with additional learning and/or development needs and works closely with parents and other professionals in order to support each child effectively. Close links have been formed with the local school and the pre-school receives some information from other EYFS providers who care for children at the setting in order to promote consistency.

The quality and standards of the early years provision

Children learn about being healthy. They are encouraged to make healthy choices from a range of nutritious snacks and discuss healthy foods and germs at 'circle time'. Children wash their hands after toileting and use hot flannels to clean their hands before eating. They show an awareness of space as they move with confidence in the setting and learn to manipulate small tools during sand and water play. Children access an outdoor area each day and have opportunities to run around in the fresh air. However, the staff team do not include large physical play within their planning. As a result, children have limited opportunities for large physical activity and well-planned outdoor play experiences. Children learn about

keeping safe through discussion and gentle reminders. They practise fire evacuation and staff members raise their awareness of road safety. Children behave well. They are able to share resources, to take turns and to play cooperatively. Staff members are on hand to deal with any difficulties and help children to resolve these. They listen carefully and act responsibly at changeover times.

Children communicate well. They are keen to share news at circle time and chat easily with each other during activities. Children are aware that print carries meaning and recognise their names as they arrive at the setting. Some children can write their names and can link sounds to letters. They access a comfortable book corner independently, handle books with care and look at pictures. Children enjoy listening to stories and can remember what happened previously and anticipate events. They recognise numbers in everyday activities and have lots of opportunities to count. Children think about different types of vehicles and of how many tyres each one has. They talk about which vehicles are bigger and smaller. They are able to operate simple computer programmes. Children learn about the natural world as they plant bulbs and observe and care for stick insects. Children learn about their community on visits to school and at a fund raising event at the local church. They have lots of opportunities to explore different materials such as dough, 'gloop' and shredded paper and water. Children immerse themselves in imaginary play as they make meals in a home corner and picnic on a mat.

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?	2
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?	2
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?	3
How well are children helped to be healthy?	3
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?	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

