

Fryerns Community Playgroup

Inspection report for early years provision

Unique reference number	402065
Inspection date	24/04/2009
Inspector	Patricia Mary Champion
Setting address	Fryerns Community Centre, Whitmore Way, BASILDON, Essex, SS14 2NN
Telephone number	01268 530287
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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

Fryerns Community Playgroup is run by the Committee of Basildon Community Association. It opened in 1970 and operates from the main hall of the community centre in the Fryerns area of Basildon, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 09.15 until 11.45.

There are currently 20 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs five staff, of whom three of the staff, including the manager hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Although children are generally happy and they make suitable progress in their learning, there are breaches of specific welfare requirements that have an impact on the children. Staff recognise the uniqueness of each child. However, written policies and procedures have not been reviewed or updated for some time. Consequently, the management of the pre-school is not effectively safeguarding children's welfare. Self-evaluation is in the early stages of development and although a few areas for improvement have been identified, there is not a strong enough focus on addressing the weaknesses such as missing details in important documentation.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 29/05/2009
- make sure that there is an effective safeguarding children policy that includes the procedure to be followed in the event of an allegation being made 29/05/2009

against a member of staff (Safeguarding and promoting children's welfare)

- update the complaints policy to include the procedures regarding dealing with written complaints and notifying the complainant of the outcome of the investigation within 28 days of having received the complaint (Safeguarding and promoting children's welfare)
- ensure that a nominated individual from the management committee completes the appropriate vetting checks through Ofsted (Suitable people).

29/05/2009

29/05/2009

To improve the early years provision the registered person should:

- ensure that staff consistently use both planned and spontaneous observations to assess children's progress and identify children's next steps in learning
- review everyday routines to further promote children's independence skills and to ensure that children can persevere for extended periods during outdoor learning experiences
- ensure that drinking water is easily accessible to children during sessions.

The leadership and management of the early years provision

Current management systems ensure that day-to-day routines run reasonably smoothly and staff practice is sensitive and supportive. The staff work hard to ensure that children settle and feel secure. The manager of the setting is on maternity leave and vetting checks are currently underway for an acting manager. Although some support for improvements is received from the management committee in relation to providing funds for new equipment, limited backing is offered regarding organisation or administrative tasks. A nominated individual from the management committee has not yet completed the appropriate vetting checks through Ofsted.

Systems for maintaining the important paperwork that promote children's welfare and safety are weak. Policies and procedures are out of date and important details are missing from the safeguarding and complaints information shared with parents. Although staff hold current first aid certificates and can deal with minor injuries, they may not always be able to act in the event of more serious accidents because written parental permission has not been requested to seek any necessary emergency medical advice or treatment. Risk assessment is undertaken through daily checks to the premises and staff are vigilant about the security of the children. The entrance door remains locked during sessions, a safety gate is used, alarms are fitted to fire doors and all visitors to the premises are closely monitored. Emergency evacuation procedures are routinely practised with the children.

Parents are keen to express how happy they are with the pre-school. They are made very welcome and discuss their children's needs with staff frequently. Parents become involved in their children's learning when they take home

resources to share and join in experiences. Imaginative descriptions supported by photographs of the adventures of Barnaby Bear are returned and shared with the children. Older children also choose play items to take home that extend their communication, language and literacy skills. Suitable information is gathered from parents when their children first start to ensure their individual care needs are met. Information about the Early Years Foundation Stage (EYFS) is shared through notice boards, daily discussions and newsletters.

The quality and standards of the early years provision

Children receive a warm and friendly greeting from the staff when they arrive at the pre-school and most separate from parents confidently and are eager to play. A suitable range of play resources are offered, both inside and outdoors that are linked to all areas of learning. Children are encouraged to develop their exploratory and investigative skills. They are curious and eager to make discoveries and the nature table allows children to observe African land snails, water plants and sow seeds. Magnifiers are provided so that children can examine items in detail. Children use the outdoor area for short allotted times during the morning sessions. However, the current routine means that children are unable to persevere for an extended period while they engage in outdoor learning experiences. During everyday routines, the older and more able children do not always have the opportunity to extend their independence skills, for example, by pouring their own drinks at snack time and drinking water is not always easily accessible to children throughout the sessions.

Children concentrate well at tasks and activities that interest them. Their speaking and listening skills are developing well. The children enjoy joining in group discussions and are learning to listen to one another's ideas and contributions. Children listen with interest and pleasure to stories, have appropriate opportunities to explore books freely and notice print around the room. The staff are effective role models, joining in activities and sharing the children's enjoyment. Each child has an allocated key person who supports children as they take part in the activities. A system has been set up to assess what children know and can do and aims to help them make progress. However, staff are not consistently using both planned and spontaneous observations to assess children's progress and identify their next steps in learning. Staff are adapting some activities to meet the varying needs of children and this ensures that sufficient challenge or support is provided. Suitable systems are in place to support children that have learning difficulties and staff work directly with parents and outside professionals

All children are welcomed and included in the life of the pre-school. Children become aware of their own and each others' needs through discussions with staff and themed activities about themselves and the wider world. Events such as St George's Day are shared with the children and they have access to a sufficient range of play resources designed to increase their awareness of diversity. Children generally behave well. They have a clear understanding of what is expected of them and are reminded about the need to be kind to each other. Staff deal with difficulties between children calmly and use discussion effectively to help them learn to take turns and share.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

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?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
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

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