

# Foxy Creek Pre-School Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 258602   |
| <b>Inspection date</b>         | 15/05/2009   |
| <b>Inspector</b>               | Diana Pidgeon  |
| <b>Setting address</b>         | Richard Herrod Leisure Centre, Foxhill Road, Carlton,<br>NOTTINGHAM, NG4 1RL |
| <b>Telephone number</b>        | 0115 9401519   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Foxy Creek Pre-School Playgroup has been registered in the current premises since 2000, although the playgroup first started over 35 years ago. It operates from one room in the Richard Herrod Centre, situated in the residential area of Carlton, a suburb of Nottingham. There is an enclosed area for outdoor play. The playgroup is managed by a voluntary management committee, who delegate the day-to-day running of the setting to the staff. It is open every weekday from 09:15 to 11:45 during school term times only.

The playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children over the age of two years may attend the group at any one time. The setting is in receipt of funding for the provision of free early education to children aged three and four. There are currently 20 children from two years to four years on roll. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Four staff are employed to work with the children, all of whom hold appropriate early years qualifications. Usually three staff work with the children at each session.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children are happy and gain in confidence because the staff support their personal and social development well, and ensure everyone is included. Children take part in a variety of activities that interest them and help them to make progress, although weaknesses in planning and the use of the outdoor environment means some opportunities for learning are missed. Generally, suitable arrangements are in place to promote children's health and safety and to ensure their individual needs are recognised and met. The playgroup has made sound progress since the last inspection by meeting the recommendations made and staff continuing to attend training, although, formal systems to monitor and evaluate the provision are not yet well established.

## **What steps need to be taken to improve provision further?**

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

- ensure records show children's actual hours of attendance where these differ from the normal session times
- carry out regular staff appraisals to identify and support their training needs
- improve planning to ensure it takes account of the identified children's next steps
- improve the use of the outdoor environment to support all areas of children's learning
- use self-evaluation rigorously to identify and address areas for improvement

## **The leadership and management of the early years provision**

Children's care is satisfactorily underpinned by the maintenance of generally suitable records, policies and procedures that promote their welfare and ensure their needs are met. For example, all of the required records relating to the care of children and any accidents or incidents involving them are reliably maintained and shared with parents, so promoting their health. Although a reliable record of the children and staff on the premises is held and staff record when children leave early, they fail to record the time of attendance when children arrive after the session starts. This weakens the arrangements to safeguard children. Staff are well deployed at the times sessions start and end so that children are greeted and cannot leave unsupervised. Appropriate risk assessments and daily checks are undertaken to ensure the premises are safe and secure. The staff team are appropriately qualified and continue to develop their knowledge and skills through attending training. This enables them to implement all of the requirements of the Early Years Foundation Stage (EYFS). All staff are vetted and the group has appropriate recruitment and induction procedures in place. However, there is no clear system of staff appraisal to support staff in their professional development and guide their future training needs.

Staff work with parents to help children settle in to the group and to understand and meet their individual needs. They are provided with basic information about the playgroup at the time of admission, and key persons keep parents informed verbally of their children's progress. Staff make use of open days to further inform parents about the work of the playgroup and they provide parents with regular written summaries of children's achievements and targets for future learning. Staff are in the early stages of implementing a system to aid children's transition between settings.

The committee and staff work cooperatively to ensure the playgroup runs smoothly. Generally, three staff work each session and there are contingency arrangements in place to cover any absence. This ensures the required adult to child ratios are met. Appropriate arrangements are in place to support children with learning difficulties and/or disabilities because a nominated member of staff is in place who is building her skills by attending appropriate training. Staff are mostly aware of their individual responsibilities and are willing to take on board advice from relevant professionals. As a team, the staff are beginning to reflect on their provision and are developing some understanding of their priorities for development. However, there is no clear plan to support them to make further progress.

## **The quality and standards of the early years provision**

Children make steady progress because staff provide a suitable range of activities to support all areas of learning. They give high priority to meeting their emotional and social needs and as a result children settle well and develop good personal independence. As children arrive they find their name cards and place these on the registration board, which helps to build a sense of belonging. The use of print and

picture notices around the setting helps children to find their own coat pegs and to see what is being served for snack that day. All children move easily around the play room using activities of their choice and helping themselves to additional resources from the drawers and boxes. For example, young children enjoy painting with brushes and paints while older children choose to print using paints with shaped pads. Children particularly enjoy playing in the 'builder's yard' imaginative area, where the sand, building blocks and tools means they get very involved in what they do. Through this activity children count, measure and build with enthusiasm. Staff know the children well and support their learning by playing with them and engaging them in conversation. They observe the children as they play and make notes to inform the assessment process. Children's records show how they are progressing towards the early learning goals and what the staff prioritise for their future learning. However, these targets are not clearly reflected within the planning process so that individual children's learning is fully supported.

Children's good health is appropriately supported as they learn to follow suitable personal hygiene routines. Staff support children in toilet training and older children know that they should wash their hands before snack time. Snack menus provide some options for children to try healthy options such as fresh fruit, cheese and crackers. Children have daily opportunities to play outdoors and there is a planned physical challenge each session. However, staff are not yet utilising the outdoor environment sufficiently to support all areas of children's learning. Children learn some important safety messages as they use the activities within the group. For example, they understand why they should not throw sand and how their actions could hurt others. As children settle, they learn what is expected of them in the group and they begin to sit together to sing rhymes and hold hands when playing circle games. Staff help children by praising their achievements and awarding stickers when they do well. This reinforces their understanding and boosts their self-esteem. Children develop an understanding of the wider society through activities and resources that they use. For example, staff read stories that help children consider lifestyles that are different to their own. Children like to look at books for their own enjoyment and particularly enjoy seeing photographs that remind them of past activities. For example, older children explain how they kept some caterpillars that changed into butterflies. Children have time within the session to take the initiative and follow their own interests. This helps them to develop positive attitudes towards learning.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 3 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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## **Annex B: the Childcare Register**

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|