

Bugbrooke Playgroup

Inspection report for early years provision

Unique reference number	220237
Inspection date	26/06/2009
Inspector	Hayley Lapworth

Setting address	The Village Hall, High Street, Bugbrooke, Northamptonshire, NN7 3PA
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Type of setting	Childcare on non-domestic premises
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Bugbrooke Village Hall Playgroup opened in 1979. It operates from the village hall and has use of the whole building including the two rooms, toilets, kitchen and garden. The playgroup provides care for children from the local area and surrounding villages.

The playgroup is registered on the Early Years Register. Children have access to a secure outdoor environment and the premises are easily accessible.

The playgroup is registered to provide care for up to 26 children under the age of eight at any one time. There are currently 64 children in the early years age group on roll. Sessions during term time run from 09:00 to 11:30 on a Monday and Wednesday, 09:15 to 12:45 on Tuesday and Friday and 9:00 to 11:30 on a Wednesday. Afternoon sessions run from 12:30 to 3:00 on a Monday and Wednesday. Also a lunch club is run on a Tuesday and a Friday. Children attend for a variety of sessions.

There are nine staff working with children, of these three have a relevant early years qualification and two are working towards gaining a qualification.

Overall effectiveness of the early years provision

All children are valued and respected and have their individual needs met owing to the consistent, caring and knowledgeable staff team, who recognise the uniqueness of each child. Children are comfortable, happy and made to feel secure in the playgroup surroundings.

Children make good progress as staff undertake daily observations of the children's learning and their next steps are identified, however this information is not always most effectively linked to planning. A thorough evaluation process is being implemented and many improvements have been made since the last inspection, showing the settings capacity for improvement. Most written documentation is in place.

What steps need to be taken to improve provision further?

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

- encourage children to use resources independently at all times
- develop the links between assessments and planning to enable children to make progress across all the areas of learning.

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

- take necessary steps to safeguard and promote the welfare of children by ensuring all risk assessments

03/07/2009

are fully effective and by carrying out a full risk assessment for each type of outing (safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Staff at this setting strongly recognise the importance and successfully promote working in partnership with parents. They spend time during the settling-in-process getting to know the children and their parents. Information relating to the uniqueness of each and every child is established in order for the staff to provide tailored care to meet the children needs. Consequently the children are very happy, confident and secure in this environment. Parents hold the staff team in extremely high regard, they share they especially value how they 'make their children feel so welcome, 'value them as individuals' and how they 'go that extra mile to help the children to progress'.

Children's care and learning is enhanced because the management team have a clear sense of direction. They work especially well in ensuring children with specific learning needs or disabilities are well supported. They place a high emphasis on team working and value what individual staff bring to this setting. As a result staff show a real commitment, they understand their individual roles within the nursery and all aim to provide a high quality service.

Safety is considered for one-off annual events, such as sports day along with visual checks and written check lists that are completed on a daily basis. Most of the required policies and procedures for the safe management of children are in place. However not all the risk assessments are fully effective or do they include outings. Consequently, this may impact upon the children's safety.

Many staff have attended safeguarding training and are aware of the signs and symptoms of child abuse. They have secure understanding of procedures to follow should they have concerns regarding a child in their care or if an allegation is made directly against them. Secure recruitment procedures ensure staff caring for children are suitable to do so. Staff who wish to develop further professionally access training from external sources. As a result this impacts upon this already high quality provision.

The quality and standards of the early years provision

Staff demonstrate a good understanding of the Early Years Foundation Stage and are effective in helping children progress well in almost all areas of learning. The system of planning, observation and assessment generally works well. Staff are in the process of ensuring information from assessments links to the planning. However this is not yet fully developed and potentially may restrict children's learning in some areas.

Parents are kept extremely well informed about their children's individual stages of

development and feel valued by the staff when they make a contribution towards their children's learning journeys. Effective procedures are in place to enable parents to view their children's learning records and they participate in regular two-way discussions.

Children who attend this setting are eager to explore on arrival and are keen to learn. Many children share a real passion for spending as much time as they can in the well organised outdoor area. Planning considers the outdoor area incorporating all the areas of learning. For example, they access a variety of creative resources to make large beach huts and paint the wooden boat to create the effect of waves.

Overall children develop independence due to the arrangement of resources and encouragement from staff, for example, low shelving units allow them to select the toys and resources they wish to use. However at times snack times occasionally opportunities to fully develop their skills in becoming independent are missed. For example, through not participating in the pouring of their own drinks.

Children's physical development is superbly encouraged by the stimulating and challenging activities the staff present to them. They participate in a range of play from balancing on wooden planks, to digging and manoeuvring wheelbarrows up ramps to dump their load of soil. They are learning to steer and operate wheeled toys, such as cars and pushchairs and regularly incorporate role play when using the large equipment. For example, they discuss with one another they are 'going on a trip to the forest school' and act out their recent experiences from the six visits they have been involved in at the forest school. Sports day preparations recognise the children's individual abilities encouraging them all to take part and have heaps of fun. Races include 'balancing a hoop on their heads', 'crawling through hoops' and slightly more competitive 'running races'. All of which create a lot of laughter for the children and the staff.

Healthy eating is encouraged through information supplied to parents about what they should include in their children's lunch packs and staff acting as good role models. Arrangements are made for them to be active and access fresh air in all weathers with a store of appropriate equipment available, for example, wellington boots.

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?	1
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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