

Playlanders Playgroup (St Georges Church Hall)

Inspection report for early years provision

Unique reference number	221887
Inspection date	29/06/2009
Inspector	Emma Bright
Setting address	St. Georges Church Hall, Chesterfield Road, Cambridge, Cambridgeshire, CB4 1LN
Telephone number	01223 420954
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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

Playlanders Playgroup is one of two provisions managed by a voluntary management committee, made up of parents of children at both settings. It opened in 1978 and operates from St George's Church Hall. The premises are accessible. A maximum of 30 children may attend the setting at any one time. The setting is open from 09.15 until 12.00 on Monday, Wednesday and Friday during school term times. All children have access to an outdoor play area.

There are currently 27 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 22 children receive funding for early education. The setting is registered on the Early Years Register. Children come from the local area. The setting currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The setting employs six staff. Of these, three hold appropriate early years qualifications and one is currently working towards a qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Children make suitable progress in their learning and development and staff ensure the individual needs of children are adequately met. Staff provide a generally welcoming environment and children enjoy their time at the setting. The setting is not always kept secure, although the environment generally promotes children's welfare and most of the essential documentation is in place. Staff form positive relationships with parents and other carers. Systems to monitor and evaluate the provision are adequately in place.

What steps need to be taken to improve provision further?

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

- improve the educational programmes for children's personal, social and emotional development so that they have further opportunities to develop their independence skills, and children's creative development so that they have further opportunities to explore their imagination and express their ideas
- develop the use of children's assessment records so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know. Ensure that parents have regular opportunities to contribute
- improve the range of resources and activities to support children's learning, ensuring that they are appropriate and accessible for all children
- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis and documentation. This refers specifically to the security of the kitchen door

- provide further opportunities for children to see and use their home language in their play and learning; make use of resources to reflect the diversity of the children attending the setting
- update documentation to ensure that the procedure to be followed in the event of a parent failing to collect a child is complete and fire safety records are kept appropriately.

The leadership and management of the early years provision

Daily visual checks and written risk assessments sufficiently ensure that most hazards and activities are identified and minimised to safeguard children. However, children's safety is compromised because the kitchen door is left open when it is too hot. Most of the required documentation is in place for the safe running of the setting and the implementation of them by staff generally promotes and safeguards children's welfare. However, some records such as fire safety records are not kept appropriately which potentially affects children's safety in an emergency. Appropriate recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. Staff demonstrate a sound knowledge and understanding of Safeguarding Children procedures and they help children to understand how to keep themselves safe.

Suitable information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal updates to ensure parents are informed about their child's care. The system for ongoing self-evaluation of the provision does not effectively assess the strengths and weaknesses of the setting which means the process has not brought about a significant impact on positive outcomes for children. Children with learning difficulties and/or disabilities are suitably supported to meet their needs. The provision in general is organised so that children have satisfactory experiences and staff are suitably deployed so children are safe and supervised. However, there are fewer opportunities for children to select resources which mean that their learning is not sufficiently supported in a challenging and stimulating environment.

The quality and standards of the early years provision

Children make sound progress towards the early learning goals. A suitable range of activities are provided for children and this enables them to make satisfactory progress across most areas of learning and development. However, the educational programme for personal, social and emotional development and for creative development holds less challenge for children to develop their skills in these areas. A satisfactory system for planning and assessment is in place. However, children's assessment records are not used effectively to inform planning, identify the next steps their learning and build on what they already know. Parents have fewer opportunities to contribute to their child's assessment and be involved in their child's learning and development.

Children engage in role play based on their own experiences, they pretend to be

doctors and apply bandages to adults and children alike. Children join large construction pieces together to make 'a place for people to live' and 'a pen where people stand that's like a triangle'. Children show interest in numbers as they look at the numerals on a puzzle, identifying number six. They make marks on chalk boards and develop their small muscle skills as they shape and pat play dough. Children confidently use a digital camera to take photographs of each other and learn about caring for living things as they grow and tend plants in the garden. These simple activities satisfactorily lay the foundations to support the children's future economic well-being.

Children are able to make some choices about what they do and they readily explore their environment. However, they have fewer opportunities to develop their independence skills during their play and learning and this potentially affects their disposition to learn over time. Staff engage with the children and develop warm relationships with them which help children to feel included. Children begin to know about their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to develop and use their home language in their play and learning.

Children are cared for in a clean and healthy environment and appropriate hygiene routines are followed by the staff and children mostly help to prevent cross infection. Children enjoy opportunities to participate in physical activity, both indoors and outside and they access the outdoor area throughout the session. Children are beginning to learn about the importance of a healthy diet, and they are provided with a range of suitable snacks. Most practitioners hold current first aid certificates, which mean that they can respond appropriately if children have an accident whilst in their care.

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?	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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