

Dove Holes Playgroup

Inspection report for early years provision

Unique reference number	206755
Inspection date	02/06/2009
Inspector	Yvonne Layton

Setting address	Dove Holes Community Centre, Dove Holes, Buxton, Derbyshire, SK17 8BJ
Telephone number	01298 815019
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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

Dove Holes Playgroup was established in 1989 and operates from the village community centre in Dove Holes, Derbyshire. The setting is registered on the Early Years Register. A maximum of 32 children may attend the provision at any one time and mainly attend from the local area. There are currently 31 children on roll, all of whom are within the early years age range. Children attending receive funding for nursery education. The group is open every weekday term time only. Sessions run from 09.00 to 12.00. Children have access to an enclosed outdoor play area and an adjacent playing field. The building is fully accessible. The setting is managed by a voluntary committee and led by a staff team of seven, all of whom hold a relevant childcare qualification.

Overall effectiveness of the early years provision

Overall the provision is good. Children within the Early Years Foundation Stage (EYFS) enjoy a happy, welcoming environment in which their welfare and learning is successfully promoted. Inclusion is practiced for all children in the setting and effective links with parents and other settings help ensure consistency in care and education. There is ongoing reflection of practice and clear identification of plans for the development of the setting.

What steps need to be taken to improve provision further?

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

- develop further support for all children towards the early learning goals with specific reference to extending the use of natural resources to enhance development and how to promote positive attitudes to diversity and difference with all children and use this to provide meaningful activities to enhance children's knowledge and understanding of the world
- extend opportunities to support further the balance of adult-led and child-initiated activities by following through children's ideas and interests arising from activities and themes provided
- extend the assessment arrangements to identify learning priorities which are reflected within the planning of relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

Children are helped to make progress and their development is encouraged as a result of staff who are focused on helping all children to make good progress in their learning and development and ensure their welfare is well-promoted. There is a successful, common sense of purpose between adults who work well together. Children are cared for by qualified and experienced staff who are knowledgeable of the EYFS. They are proactively supported by the committee to access ongoing

training. Recommendations from the last inspection have been met. The staff effectively reflect and evaluate the provision and have identified areas to progress. Evaluation includes a weekly staff meeting to consolidate good awareness of each child and ensure consistency in the quality of activities, care and learning. As a result, there is a sound focus in bringing about improvement to the provision.

Children are protected as effective policies and procedures are in place. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibilities. Children's health and welfare is protected as the setting has established consistent hygiene and safety procedures. Resources and premises are well-maintained, clean and suitable for their use. Children are well safeguarded as the staff have sound knowledge of safeguarding children procedures and clear understanding of their responsibility.

Inclusive practice is promoted throughout, so that all children have their welfare needs met and achieved as well as they can individually. Each child's individual needs are recognised and well-supported. There is good differentiation, both in activities and during group times such as 0separate story groups for younger and older children. Partnerships with parents and carers are well-established and ensure each child's needs are met. Each family is provided with a 'Starter Pack' on entry which includes detailed information about the setting, children's learning and policies and procedures. Parents are encouraged to provide ongoing family and progress information about their child throughout their time at the group. This is enhanced by the development of beneficial links with other providers to promote integration of care, education and extended services including the local school who have adapted the same behaviour strategies.

The quality and standards of the early years provision

Children are making strong progress and show a positive attitude to learning. They are happy, confident and settled in a setting that is well-equipped, safe and secure. Interactions are good and all children benefit from staff who use open-ended questioning and provide many opportunities for them to express themselves, experiment and explore. Planning and individual assessments are clearly linked to the EYFS. Individual files contain records of planned and spontaneous observations of progress. However, although each key worker understands the individual stages of development of children within their group and discussions are held at staff meetings, assessments and planning do not clearly identify or reflect individual next steps. Purposeful play and exploration, both in and out of doors, ensures that children are effectively supported to progress towards the early learning goals. The staff introduce text and number through a wide range of resources, daily routine, spontaneous, planned and focussed activities, for example, on arrival each child seeks out their own name card. Their learning is enhanced through rich conversation. For example, at registration the children are encouraged to count who is attending, children, staff and visitors. They investigate the day, date and weather. On leaving the group time staff use letter and phonic sounding to encourage children to recognise their name. Children communicate well they are eager to share opinions and ideas with each other, staff and visitors. They are keen to access the range of well-presented

play activities. Children are supported to make their own decisions and develop their own activities. For example, an individual child starts to build an extensive train track on the floor they were then joined by other children and they negotiated, planned and completed imaginative play with the trains together. Themes support children learning such as 'mini-beasts' and transport where children use large trucks and pebbles outside alongside books about the subject. However, children's experience is not fully extended as children's ideas and interests are not always acted upon within planned themes and activities.

Creative development is enriched through a range of planned and free choice creative and imaginative activities. Natural resources are not fully utilised as sand activities are not available in the setting. Children's knowledge of the world is supported by activities in the local community including walks to view the village buildings, flora and fauna, visits to the library and school events. Local, national and international celebrations are held and the setting has a good selection of diversity resources. However, staff are not fully confident regarding providing meaningful activities to promote diversity. Children develop a sound sense of independence and self-worth as they are encouraged to respect and be kind to each other. Older children 'buddy' younger children and new starters. They enjoy and are eager to be allocated rota jobs such as 'Toilet escorts,' where allocated children wear blue aprons and escort the other children individually to the toilet, they empty the litter bins and help to load the dishwasher. They are supported to understand the playgroup boundaries through consistent reminders by staff supported by '5 Golden rules' based on social skills and care for each other. All children receive points for good behaviour, caring for each other and achievements. Once the required points are successfully completed children are given a 'dip' in the healthy snack box. Staff are good role models and use consistent praise and encouragement. They react to different situations well such as during a circle time when children do not respond to an action movement song the staff member introduced a quiet sit-down action song to which the children respond positively. Outdoor play supports children to keep fit both by using the allocated small play area and active games, including balls and bats in the large field adjacent. Children learn about good health through themes and discussion.

Children's health and safety is solidly supported. The setting has their own robust hygiene and health routines to ensure they are protected such as pictorial reminders about hand washing. Children's welfare is protected in an emergency situation as regular, evaluated evacuation drills are practised. Children are well-supported to learn about personal safety by daily routine, discussion, activities and by visitors, including planned and spontaneous visits by the community police who discuss issues about all aspects of safety. The setting also accesses road safety resources to extend children awareness.

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?	2
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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