

# Battisford Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	508609
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Moira Oliver

<b>Setting address</b>	Community Centre, Straight Road, Battisford, Stowmarket, Suffolk, IP14 2LP
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<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).

## **Description of the setting**

Battisford Playgroup opened nearly 40 years ago. It is a voluntary group registered as a charity. It operates from one room in a community centre in the rural village of Battisford near Stowmarket. The group serves the immediate community and surrounding area. The setting has access to an enclosed play area and there is a ramp to access to the premises.

A maximum of 20 children can attend the pre-school at any one time and there are currently 17 children on roll, all of whom are in the early years age group. The pre-school is open four days a week during school term times. The sessions are Monday, Tuesday, Thursday and Friday mornings from 09.30 until 12.00 and they also run a lunch club on Tuesdays and Thursdays from 12.00 until 13.15. The setting receives funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities

The group currently employ three staff, all of whom have early years qualifications. They also have a volunteer who is working towards a qualification in childcare. The setting receives support from the local authority.

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

Overall the quality of the provision is good. Children are supported to make good progress in their learning and development and are happy, settled and confident. Children's welfare is promoted and rigorous procedures ensure they are safe on the premises and when on outings. Staff work in partnership with parents but have not yet extended this to include other settings who work with the Early Years Foundation Stage where some children attend. The setting is use some self-evaluation systems to improve practice further and increase outcomes for children.

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

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

- review the organisation of the learning environment both indoors and out to provide more opportunities for children to self-select toys and activities that motivate and interest them
- review the daily organisation of group times and transition times to ensure all children can take part in valuable learning experiences throughout the session
- develop opportunities to work in partnership with other providers who work with the Early Years Foundation Stage to ensure progression and continuity of care.

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

The staff work as a motivated team and are well supported by the committee who encourage and provide continued opportunities for staff training and development. The setting is well resourced and the learning environment is arranged into areas to provide children with choices. However, the children choose from the activities set out as not all the resources are available to them due to limited low-level storage. Children enjoy free-flow from indoors to out at times during the session and staff state that uninterrupted play is valued. However, children spend time waiting with their coats on to go outside and valuable play time is interrupted to join in the group 'Good morning Time'. Staff deployment at snack time and at the end of the session is not effective and does not encourage children's independence.

Policies and procedures are working documents that are individual to the setting. They are reviewed regularly to ensure they reflect practice and a new set are in the process of being adopted. Children are cared for by suitable, well qualified and experienced staff due to the robust vetting and recruitment procedures. Children are protected because staff understand their roles and responsibilities in safeguarding children and are confident to put procedures into practice when necessary. Daily risk assessments on the premises ensure that hazards are minimised and children can play safely. The outdoor area is enclosed and staff monitor the arrival and departure of the children, ensuring they only leave with authorised adults.

The staff and committee are aware of the important role that the parents play in the children's development and progress. It is a close knit community where many of the parents know the staff before the children start. Parents are encouraged to help out during the sessions on a rota basis, giving them a valuable insight to the activities provided to extend and challenge their children's play. They are very happy with the provision and find the staff welcoming, approachable and friendly. They are aware that records are kept on their child and have opportunities to discuss their child's progress with their key person. Parents complete information about their child's interests and abilities before they start and can meet with their child's key person either informally before or after the session, or can make an appointment to discuss their child's progress in more detail. The setting forms good relationships with the local school, supporting children to make smooth transitions into school. However, they do not have links with other provisions who work with the Early Years Foundation Stage which some children attend, to ensure progression and continuity of care.

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

Children excitedly come into the setting, keen to play and take part in the activities set out. They move around all indoor areas freely and involve the other children and staff in their play. Children are becoming independent as they access their own drinks and come to snack when they are hungry. They are making strong friendships with each other and the staff as they involve them in their play. Staff

encourage children's language and problem solving skills as they talk to them about what they are doing and ask questions. They are confident at group times and chat freely to the staff and their peers using descriptive language as they talk about what they did at the weekend. They have opportunities to mark-make both indoors and outside, for example, using chalks on the brick wall. They enjoy stories as staff use 'big books' to ensure all children can see the pictures and take part, offering their comments. Children enjoy sorting and finding the tallest and shortest rods to fit in the stand and use mathematical language with confidence. For example, breaking a bread stick in half and telling the adult that they will give half to their friend.

Children have opportunities to watch things grow as they take part in planting in the garden area and harvest the pumpkins and potatoes. They enjoy investigating and have access to torches which they shine and have fun trying to catch the light. They are beginning to use some technology as staff explain how the compact disc player works and show the children how to play music for them to dance to. They are creative and paint pictures representing themselves as they draw faces with arms and legs. They enjoy the feel of the paint on their hands and use glue to make collage pictures as they freely access the craft items from the trolley. They enjoy dressing-up in a range of costumes, checking themselves in the mirror to see if their head-dress is in place. Physical skills are developing as they pedal the bikes and jump on the small trampets. They use the spades in the sandpit and practice their fine motor skills as they catch fish in the water tray.

Staff observe the children's interests and achievements daily, making a valuable record to share with the parent. They use these observations to plan future activities for the children. For example, some children were interested in the shadows that the sun cast on the table so the staff introduced black paint on white paper to make shadow pictures and provided torches to play with under a blanket.

Children learn to keep themselves safe as staff talk to them about not touching the plug on the compact disc player and not shining torches in other children's eyes. They understand that they must ask an adult to accompany them to the toilet area at present as there is equipment left by the builders that they must not touch. They learn about healthy eating through being provided with a range of healthy snacks including salad, vegetables and fruit and discussions at snack.

On the whole children behave well. They are supported by staff who acknowledge behaviour they want to encourage, such as helping and being kind to others. They are treated with kindness and respect and valued as individuals.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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