

The Park Playgroup

Inspection report for early years provision

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Inspector

Paula Hunt

Setting address

St John the Baptist Church Rooms, Clarendon Park Road,
Leicester, Leicestershire, LE2 3AD

Telephone number

0116 2708611 + 07718214249

Email

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

The Park Playgroup is a committee run group and operates from St John the Baptist Church in the Clarendon Park area of Leicestershire. The building is accessible and the playgroup operates from the main church hall, access is also available to the back room, entrance hall and toilets. A maximum of 24 children aged two to under five years may attend the group at any one time. The playgroup operates on Monday, Tuesday and Wednesday from 09.15 until 12.00. Holiday care is organised when there is demand. All children share access to a secure outdoor yard play area.

There are currently 37 children attending in the Early Years Foundation Stage (EYFS). Some of whom receive funding for early education. The setting supports children with English as an additional language and those who have learning difficulties and/or disabilities. The provision is registered on the Early Years Register.

There are six members of staff working at the setting. Of these, three hold appropriate early years qualifications and three staff are working towards a recognised qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are generally happy and settled within this friendly setting and are making adequate progress in the Early Years Foundation Stage (EYFS). Practice is sufficiently inclusive to enable those with learning difficulties and/or disabilities to be appropriately supported and integrated. Staff form positive relationships with children, their parents and carers and communication systems provide some information for parents to ensure they are informed about their child's ongoing care and development. Links with other settings are yet to be established to ensure continuity in children's care and learning. Self-evaluation and reflective practice are in their infancy. Staff attend training to ensure they update their knowledge and skills, working towards developing and improving the setting for the benefit of the children.

What steps need to be taken to improve provision further?

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

- ensure observation and assessment arrangements ascertain children's achievements, using them to identify the next steps in learning to plan relevant and learning experiences for individual children
- improve the leadership and management of the setting by implementing a clear system for self-evaluation and quality improvement
- provide more opportunities for children to attempt writing in different forms and for different purposes and to become independent using daily routines
- consider ways to further share with parents information about the EYFS and

the children's development folders so they can continue their children's learning at home

- ensure continuity and coherence in children's learning by developing links with other settings that children attend.

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

- obtain information about who has legal contact with a child and who has parental responsibility for the child (Safeguarding and welfare).

27/06/2009

The leadership and management of the early years provision

Children's welfare is assured because staff carry out formal risk assessments of the building and yard area to minimise risks. Security measures are appropriately in place and ensure the safety of children and staff. Staff are vigilant about supervising the children and their safety. Children have adequate opportunities to learn how to stay safe because staff reinforce safety rules and use good explanation such as not to run indoors in case they injure themselves or others. Occasional accidents are dealt with sympathetically and professionally by staff with a first aid qualification, recorded in an accident book and parents informed. Staff have a clear understanding about safeguarding issues and attend training to maintain current knowledge. Most record keeping documents, policies and procedures are maintained and children's records are confidential. Parents receive a 'welcome' booklet, which holds appropriate information regarding the service and arrangements for children's care. However, it lacks information about the EYFS.

Recruitment and selection procedures in relation to suitability of staff are generally secure and ensure children are cared for by suitable adults. Staff are generally clear about their day-to-day roles and responsibilities and they access training which supports their professional development.

They have a satisfactory understanding of the Local Safeguarding Children Board procedures and

are aware of their responsibilities in relation to passing on any concerns. They have relevant documentation and guidance materials readily available to ensure children's welfare is well safeguarded. The playgroup supervisor has recently begun to complete the self-evaluation form to identify the group's strengths. However, plans for the continuous improvement are not clearly identified although the importance of continuous improvement is fully acknowledged by the staff and committee. Staff have worked on and mostly addressed the recommendations raised at the last inspection, which has improved some outcomes for children. The provision provides an inclusive and welcoming environment for children to learn and develop.

Staff are friendly and make themselves readily available to parents. Adequate information is provided to parents about the setting and systems are in place for staff to gather information about children's individual care needs. For example,

parents complete an 'All about me' sheet prior to their children starting. Parents make positive comments about the care their children receive and appreciate the information they receive through newsletters and the notice board. However, although staff offer daily verbal updates to ensure parents are informed about their child's care, they do not have information about the EYFS, activities their children are involved in or access to their progress records. Consequently, they are not fully able to continue their children's learning at home. Furthermore, links are not established with other professionals delivering the EYFS to effectively contribute to a shared approach, ensuring individual children's needs are fully met. Parental questionnaires have been distributed by the committee and a suggestion with regard to handing their child over to a named key person has been addressed by the provider.

The quality and standards of the early years provision

Children are involved in a variety of activities that promote their development in most areas of learning. They are generally interested in their surroundings, moving between activities with confidence and are developing some independence such as taking themselves to the toilet and choosing what to play with. However, more able children have limited opportunities to develop their independence for example, staff pour children's drinks, distribute cups and fruit at snack time and put on coats to go out to play. Children's language development is adequately promoted as most staff talk to them about what they are doing and about things that happen at home. However, at times some staff do not effectively engage with children to challenge and extend their thinking. For example, by using open-ended questions and elaborating on discussions to help children reason and problem solve. Regular trips to the mobile library support an active interest in written print and children enjoy independently looking at books and having a story read to them by a member of staff. Older children are beginning to recognise their name and some are beginning to write recognisable letters in their name. There are, however, too few opportunities for children to attempt writing in different forms and for different purposes. Children are acquiring new skills and knowledge, for example, they learn colours when discussing different coloured bricks to build a tower or frogs when playing a simple game. They learn large and fine motor skills when building train tracks and confidently match and sort by size when placing small vehicles in a row. Small muscle skills are developed as children roll and cut dough, use scissors, draw and paint.

Children are sociable and play cooperatively together, turn taking and sharing resources. For example, they play a matching game of rhyming pairs together, with one child excitedly offering the correct match to the other. Children demonstrate enthusiasm when joining in role play, dressing up as doctors or playing shops, weighing out fruit and vegetables on the scales which promotes their self-esteem. They join in with familiar songs and enjoy making actions to accompany them. Children show curiosity through examining mini-beats through a magnifying glass and playing with natural materials such as leaves, twigs and stones that they find whilst on walks in the church grounds. They are learning about their own and other cultures as they celebrate different festivals including Diwali, and have access to resources such as jigsaws, posters and books which

reflect positive images of diversity, which helps children learn to respect others. Children enjoy regular opportunities to play in the fresh air. Outdoor play is planned, but few numbers can go outside at one time due to the limited space. However, staff give children the choice of going outside and indoor activities include slides, climbing frames, balls and hoops. Children's health and well being is satisfactorily promoted as effective steps are taken to prevent the risk of infection. Appropriate hygiene procedures are in place to ensure a healthy environment for children and to prevent the spread of infection for example, regular hand washing routines are practised and appropriate procedures are in place for the cleaning of toys and equipment. Staff talk to children about hand washing and about healthy foods to eat. Children enjoy snack time, which is a social occasion, and are provided with a biscuit and a piece of fruit.

Staff have a satisfactory understanding of the principles of the EYFS and systems for planning activities are in place. They flexibly plan the weekly activities using themes to ensure that they offer a wide range of play experiences and social opportunities for children. Staff undertake termly formal assessments but regular observations are limited and the information gained is not used effectively to assess children, inform planning or identify next steps for their individual learning. Consequently, children may not be making as much progress as they could. The current system does not include photos, examples of their artwork or mark-making to illustrate progress.

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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