

Lollipops Playgroup

Inspection report for early years provision

Unique reference number	139068
Inspection date	06/05/2009
Inspector	Victoria Vasiliadis
Setting address	Scout Hut, Derwent Drive, Hayes, Middx, UB4 8DR
Telephone number	07591 605549
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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

Lollipops Playgroup opened in 1988. It operates from one main room of a single storey building which is used as a Scout hut situated in a residential area of North Hayes. The setting also has the use of the kitchen, toilets and some storage facilities. There is a large step to the front of the premises. The playgroup serves families mainly from the local area.

The group operates on a daily basis, term-time only. Sessions are held in the morning from 09:30 to 12:00, with afternoon sessions on Monday and Thursday from 12:15 to 14:45. During the term after Easter the setting offers additional afternoon sessions on a Tuesday and Wednesday. Children attend for a variety of sessions. The group supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The setting is registered on the Early Years Register. They may care for no more than 26 children within the early years age group. Currently there are 65 children on roll aged from two to five years, this includes 43 funded children.

The playgroup employs eight staff who work a variety of sessions, of these, five staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting offers an inclusive service as practitioners work with parents, carers and other professionals in order to identify children's needs. However, at times children's individual needs are not always met. Children are making satisfactory progress in their learning and development and are provided with resources across all areas of learning. The setting has started to evaluate their practice and have addressed some of the recommendations made at the previous inspection. However, the most significant areas of improvement have not been effectively identified or addressed in order to improve 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 and planning of group time to ensure that all of the children's individual needs are met
- develop the systems for evaluating the provision so that strengths and priorities are effectively identified ensuring improved outcomes for children

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

- make sure that there are effective systems in place to ensure practitioners and other people aged over 16

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years who have regular contact with children are suitable to do so (Suitable people)

- maintain a record of when and by whom risk assessments have been conducted (Suitable premises, environment and equipment)

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The leadership and management of the early years provision

The playgroup has effective systems in place that enables them to work well with parents, carers and other professionals. The setting ensures that parents provide written information about their children's individual needs including any disabilities, learning difficulties or cultural and linguistic requirements. Practitioners seek information from parents about key words in the child's home language and have asked parents to write words and numbers in languages such as Tamil and Hindi. This helps the children to feel included and valued within the setting. In addition, parents receive regular feedback on their children's development and parents are invited to attend 'parents week' each term to discuss their child's achievements. Discussions with parents reveal that they are pleased with the service offered and that their children are settled and happy.

Staff are well deployed, which ensures children's safety is monitored. Staff are secure in their knowledge of safeguarding matters and implement these effectively to ensure children's well-being is given priority. Staff carry out daily visual safety checks on the premises and written risk assessments are in place to ensure children are not exposed to hazards. However, the setting does not maintain a record of when and by whom risk assessments are conducted. In addition, the playgroup does not have robust systems in place to ensure the suitability of those adults working directly with the children. This has an impact on the children's safety and is a legal requirement.

The manager is committed to ensuring that the practitioners within the setting attend further training and workshops to build upon their skills and knowledge. The manager has begun to self-assess the provision, but these systems do not accurately identify the strengths and weaknesses of the setting which have the most impact on improving outcomes for children. The setting has addressed some of the recommendations made at the previous inspection. However, they have not made improvements to ensure the suitability of all staff. Furthermore, circle time has not been sufficiently reviewed to ensure children's individual needs are met. This has an impact on the children's safety and their learning and development.

The quality and standards of the early years provision

An inclusive and welcoming service is provided by the setting, adults support children and provide an enabling learning environment. The children are learning how to form positive relationships with other children, through the support that practitioners offer. Children are praised for their efforts and achievements, which supports their self-esteem. However, there are times during the sessions when the

children's individual needs are not being suitably met. For example, group time is quite long and involves all of the children, some of whom have English as an additional language, and includes a range of ages and abilities. During this time, many of the children become distracted and as a result those children who are interested are not able to fully engage in the activities or discussions.

Children are engaged in planned and purposeful play. For example, a small group of children thoroughly enjoyed taking part in the planting activity in the garden. This was further extended as the children became interested in searching for bugs, birds and flowers. Children are making satisfactory progress in their learning and development and have access to a selection of resources and activities across all areas of learning. The children are supported in their learning as the practitioners sit with children and engage in conversations with them, they support children's language and extend their thinking and creativity. The environment is suitably organised and enables children to make some choices in their play as they can choose which activities they will take part in.

Children are beginning to learn about how to keep safe as impromptu discussions take place with the children during the course of the day. For example, adults talk to the children about the consequences of climbing on furniture and why sand shouldn't be thrown at other children. In addition, children have some opportunities to learn about their own personal hygiene as adults talk to them about germs and the need to wash their hands after taking part in gardening activities.

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?	2
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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