

# Ladybird Playgroup

Inspection report for early years provision

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**Unique reference number** 142884  
**Inspection date** 08/05/2009  
**Inspector** Michelle Tuck

**Setting address** Jubilee Park Pavilion, Godminster Lane, Bruton, Somerset,  
BA10 0ND

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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

Ladybird Playgroup was registered in 1989. The group is committee run and operates from the cricket pavilion next to Jubilee Park in Bruton, Somerset. The group has the use of the whole premises, including a kitchen, toilet facilities and outside play area. There is an easy access to the park, children's play area and surrounding playing fields. The group is open from 09:00 to 15:00, Monday to Friday term time only.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the group at any one time. There are currently 39 children on roll.

The group employs seven members of staff and currently has two students attending. The manager and deputy are qualified to level six and the other staff all hold a relevant qualification in early years.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are confident and enthusiastic learners who engage in a wide range of interesting, challenging and exciting activities. The well established key worker system and effective partnerships with parents, ensure that staff know children well and that activities offered are based on children's preferences and needs. Consequently children make good progress towards the early learning goals in all areas of the curriculum. The setting has a strong commitment to improvement and continually seeks ways to enhance the provision in order to promote positive outcomes for children.

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

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

- continue to develop children's awareness of their own safety, with particular regard to using the climbing frame
- consider ways to further improve hand washing after messy activities and encourage the children to wash their hands after wiping their noses to help prevent the spread of infection

## The leadership and management of the early years provision

There is a committed staff team who work very well together. They ensure the areas used by the children are well organised allowing them all to become fully engaged in their play. The systems in place for self-evaluation and monitoring help the setting to identify their own strengths and areas for development. Most recommendations from the last inspection have been addressed well, which means children are supported well and are making good progress in their learning and development. Staff are consistent in their approach and follow positive steps to

support children's welfare needs. Policies and procedures have been updated to reflect current practice and are written in-line with the Early Years Foundation Stage (EYFS).

Staff demonstrate a secure knowledge of safeguarding procedures, knowing how they would act in the event of a child protection concern. Effective recruitment and vetting procedures ensure that staff are suitable and have appropriate qualifications to support children's safety and welfare. Risk assessments are completed and children and staff regularly practise the emergency evacuation procedures which helps to ensure they are all familiar and able to evacuate the premises quickly and safely in an emergency. Records, such as the daily registers, incident, accident and medication reports are used well to support children's ongoing health and safety.

Very good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Each child and parent is welcomed into the playgroup allowing time for discussion on a daily basis. Parents are fully informed about the key worker's role and feel confident to speak to them or any of the staff team about their child's needs. Parents share information with key workers about their child's development when they first start, which helps staff to plan for their continued progression, and this information is reviewed and updated on an ongoing basis. Effective links have been established with the local schools and are well developed with others who support children within the setting. This helps to ensure that all those supporting the child are working together to meet their needs.

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

Children are happy and settled at the playgroup. Staff work hard to make a good range of activities and resources available to the children, to allow them to initiate their own play. Children have excellent opportunities for free flow play, accessing the outside area in all weathers. Children engage in interesting activities outside such as water play with tubes and guttering. Children confidently use the resources on the tables and also know where to get additional supplies if they run out, demonstrating their increasing independence. For example, children help themselves to glue, paper, scissors and mark making materials freely, using the resources to create their own individual masterpieces. Children are very confident and their personal, social and emotional development is supported well. They develop good relationships with the adults and children within the setting.

Planning, observation and assessments are clearly linked, which enables staff to provide activities that encourage children to make good progress. Children are well supported by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. For example, in role play, staff join in, encouraging the children to develop their imaginations as they play at having a picnic and celebrating a birthday. Children enjoy regular meals and drinks. Staff liaise closely with parents to promote healthy eating. Children are able to help themselves to a drink of water whenever they are thirsty, and are very good about hand washing before meals; however children share a bowl of water

after taking part in messy activities, although this is changed regularly. Children are good at wiping their own nose, however they do not always wash their hands afterwards.

Children demonstrate high levels of confidence and self-esteem as they receive regular praise and encouragement from staff. They are developing confidence in using written and spoken language. They have excellent opportunities to engage in mark making both indoors and out and are regularly encouraged to think about letters, sounds and shapes. For example, they find their name on the table when they have their snack and find their name card to register their attendance each day. Children enjoy books and stories, they join in with familiar stories told by an adult and enjoy finding a book to look at by themselves, demonstrating a good awareness of how to use books and their increasing awareness that print carries meaning. Numbers and counting are used throughout all areas of the playgroup, children are encouraged to consider simple number problems as they count the numbers of lunch boxes on the table.

Children do not always remember how to keep themselves safe and need regular reminders. For example, some children take toys onto the climbing frame which does not allow them to have both hands free to use the climbing frame safely. Some children use the climbing frame without shoes or slippers on which can cause a slipping hazard.

## 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?	2
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?	3
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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