

Holyrood Playgroup

Inspection report for early years provision

Unique reference number	142951
Inspection date	06/07/2009
Inspector	Bridget Copson
Setting address	Zembard Lane, Chard, Somerset, TA20 1JL
Telephone number	07980 032187
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Holyrood Playgroup was registered at the current premises in 2000 and operates from a modular building within its own grounds in the town of Chard, Somerset. Children have use of the playroom, toilets and an enclosed outside area.

A maximum of 24 children aged from two to the end of the early years age group may attend the playgroup at any one time. The group is registered to receive funding for early years education and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group is open every weekday, term time only, from 09:00 until 12:00 with the option of a lunch club until 13:00 and on one or two afternoons from 13:00 to 14:45 for the Happy Hands group, which is specifically aimed at the younger children. There are currently 30 children on roll, all of whom are in the early years age group. The group cares for children with English as an additional language.

The playgroup employs five staff, most of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual care and learning needs are met well in all areas and their health and hygiene promoted to a high standard. They are respected as individuals and included equally in all areas of the provision. As a result, children are making good progress through the Early Years Foundation Stage and are developing positive attitudes. The setting has effective systems in place to promote on-going improvements to the quality of care and learning provided, although these do not ensure all requirements are met.

What steps need to be taken to improve provision further?

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

- identify more learning priorities for all children to encourage them to develop to their full potential in each areas of learning
- develop better systems for monitoring and evaluating the quality of the provision to ensure all requirements are being met

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

- keep a written record of when all risk assessments for outings are carried out and by whom (Documentation)

06/08/2009

The leadership and management of the early years provision

Staff maintain policies, procedures and records to promote the safe and effective management of the setting and to meet children's needs. Risk assessments are carried out for all aspects of the provision. However, no record is kept of when the risk assessments for outings are undertaken and by whom. This is a breach of regulation. Effective employment and vetting procedures ensure staff's suitability is assessed to safeguard children and an induction programme prepares new staff for their roles and responsibilities. The setting has completed a self-evaluation of their provision which identifies areas for improvement in children's care and learning. Staff have successfully addressed the recommendation raised at the previous inspection through creating a calm and welcoming café style snack time for children each session.

Staff work efficiently as a team to create a safe and secure environment, excellent standards of health and hygiene and well-organised sessions with close support and supervision. As a result, children are happy, confident and involved. Staff have a secure knowledge of child protection issues and the procedures to follow in order to act in children's best interests.

Staff have established good partnerships with parents, for whom they provide an information prospectus and policies and procedures to support them in making an informed choice. Parents are kept informed and involved through notice boards, termly newsletters and good daily communication face to face with staff. In addition, parents are invited to attend an open morning each term to discuss their child's well-being and progress and to take home their 'Personal Pathways' to read and contribute.

The quality and standards of the early years provision

Children's learning and development is promoted well within a well-organised environment in which they access a good range of well-maintained play provision and equipment. Picture labelling is also used to ensure all resources and activities are accessible to each child. The planning provides a balance of child and adult led activities, many linked to changing topics to support children in making connections in their learning and to maximise their experiences. As a result, they remain active and have opportunities to contribute and to lead their own play and learning independently. Children's development is monitored and assessed well by key persons who complete 'Personal Pathways' for each child, providing a reflection of their stage of development. However, this system does not always ensure next steps of learning are prioritised regularly for each child to encourage them to develop to their full potential in all areas of learning.

Children arrive happy and settle in quickly. They behave well and are developing positive attitudes towards others and an understanding of the needs and feelings of others. Children focus well in their play and demonstrate good independence. They are confident and articulate communicators who talk through their role play, share their knowledge in discussions and talk to peers and staff about their views

and home news. Children enjoy books which they read spontaneously alone, in groups and use reference books to find things out. Children learn about mathematical concepts in every day activities. For example, they count in play, calculate and learn about shape and size with puzzles and games. Staff encourage children to think logically to problem solve in simple tasks. Children explore their local environment to learn about nature and living things, such as watching wildlife and finding mini-beasts on walks to the woods and stream. They also have a thriving fruit and vegetable garden in which they learn about growth and change. Children use their imaginations very well in role play. They are encouraged to move resources around the room to extend their own imaginative play. For example, a group of children create a den under a table where they explore, at length, hairdressing resources in a case. Staff get actively involved to encourage children, such as telephoning a child who is pretending to be a fire fighter on the other side of the room and alerting him a fire in her kitchen.

Children's welfare is promoted effectively through the provision of a safe and very hygienic environment. Staff ensure all areas of the premises are safe and secure. As a result, children move about freely and independently and are developing an understanding of how to keep safe through staff guidance. Children's physical development and fitness is promoted well through fresh air and exercise daily. They learn about healthy eating through planting and growing their own fruit and vegetables in the garden which they eat at their snack times.

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?	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met