

Spinney Hill Primary School and Community Centre Playgroup

Inspection report for early years provision

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| Unique reference number | 226885 |
| Inspection date | 27/04/2009 |
| Inspector | John Horwood |
| Setting address | Spinney Hill Primary School and Community Centre, Venter Street, Leicester, Leicestershire, LE5 5EZ |
| Telephone number | 0116 2734836 |
| 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).

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

Spinney Hill Primary School and Community Centre Playgroup opened in 1986 and is one of a number of playgroups now managed by Leicester City Council Children's and Young People's Services division. It operates from Spinney Hill Primary School on the eastern side of Leicester city and serves the surrounding area.

The setting is on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The registration also includes a crèche for children of parents attending community classes and an out of school club.

The playgroup is open daily from 08:45 to 11:45 during school term time. A maximum of 24 children may attend at any one time. There are 22 children on roll all of whom receive funding. The playgroup operates from a ground floor room in the community wing with access to nearby cloakroom, kitchen and storage facilities.

The crèche operates flexible hours during term times to support adult classes. A maximum of 12 children under five years can attend with no more than four under the age of two years. There are eight children attending at present. The crèche operates from a room in the community wing and utilises the community wing storage and cloakroom facilities.

The out of school club is open daily during school terms from 15:15 to 17:00. Eighteen children attend, of whom two are in the early years age group. The out of school provision operates in the ground and first floor halls and classrooms in the main school building, with access to nearby cloakroom, storage and kitchen facilities. All children share access to the school playground.

The setting liaises with the Early Years Foundation Stage provision of the host school.

The setting currently supports children with English as an additional language and has provision for children with learning difficulties and/or disabilities. Ground floor provision allows access for those with disabilities.

The provision employs eight childcare staff on a regular basis, three of whom hold relevant qualifications at Level three.

Overall effectiveness of the early years provision

Overall provision is good. Children benefit from a caring, supportive environment where a good range of well-planned activities enable them to learn and develop well. All children regardless of background and ability are provided with every opportunity to acquire relevant skills. The provision for children's welfare is good, and it is well supported by the excellent relationships between adults and children. There is good capacity for continuing improvement.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities for use of the outdoor area in both the playgroup and out of school settings
- introduce a formalised system to ensure that the good self-evaluation that takes place is scheduled and recorded
- improve systems to ensure that Ofsted is notified promptly of who is in charge of providing actual day-to-day care

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

- ensure that procedures are dated and signed and that a review date is identified (Documentation)

30/06/2009

The leadership and management of the early years provision

The setting is well managed to ensure good care is provided for all children. Staff are well trained and committed to helping the children develop their skills. They have a very good understanding of their roles and responsibilities. The approach to safety is good. Records, such as daily registers and accident records are all in place with the procedures well known to all staff. Effective procedures are in place to ensure safeguarding requirements are met and that the registration limits are not exceeded. Risk assessments and daily safety checks are carried out. All policies required for the safe and efficient management of all areas of the provision are in place. Policies are readily available to parents but are not always dated and signed. They are reviewed but the due dates for review are not identified on all procedures.

Parents are very pleased with how the children develop the skills of communicating in English. Parents are extremely happy with the provision of care. They are given regular information and have access to a parents' notice board. There is an open-door policy so that parents can access the provision and talk to staff with whom the relationships were seen to be very good. Parents are given good information about their child's progress.

There are good links with other providers in the area through the local authority. The setting works closely with the Early Years Foundation Stage of the host school. However, there are only limited opportunities for interaction with the school nursery class but they are sufficient to help prepare the children for when they move into the nursery class.

A significant strength of the provision is the teamwork which ensures that all adults know the routines and are involved in planning. The improvements in the

provision, for all age groups, confirm that there is ongoing review of the provision. Whilst the outcomes of the provision being reviewed are very good, there is not a systematic process in place to formalise the self-evaluation process. Not all the changes to the details of who is in charge of the day-to-day care have been notified to Ofsted. The provision meets the requirements of both parts of the childcare register.

The quality and standards of the early years provision

Children are given a full range of activities to do, appropriate to their age, including crafts and the use of the computer. Within the early years group all children are provided with a wide range of learning opportunities which help them learn well and develop good social and physical skills. Relationships are excellent and adults provide warm and sympathetic care. A wide variety of good quality resources encourage children to make choices about their activities. The topics covered are wide ranging and focus very much on the required areas of learning. Planning is comprehensive and has benefited from staff training. Improved monitoring of progress has been introduced since the last inspection and is well used to support planning. Topics covered are planned to prepare children for their move into the school nursery class. There is a clear focus on child choice of activity ensuring free access for all children to all areas. Although the children have access to the outdoor area this is not used every day. The out of school club does not involve outdoor activities for the younger children who are given activities in the classroom.

Children are already working cooperatively in small groups and show good skills of independence for example when preparing for and clearing up after their activities. In all of the provision, and for all ages, opportunity is taken to explain and question in order to extend each child's knowledge and understanding. Development of language skills and the learning of English is a high priority. Their literacy and numeracy skills are developing. They enjoy books and stories and are involved in counting exercises, such as counting numbers present, at every opportunity.

Children show a good awareness of safety when using equipment. They are encouraged to enjoy the healthy food and to drink water, which is readily available to them. They also have a good understanding of being healthy. Children's health, safety and welfare are the priority of the staff and this helps children to feel safe, secure and confident to explore and learn.

Although at the very early stages of their development into school life, the younger children are confident, polite and friendly. They also relate well to the older children in the out of school clubs. Clear policies encouraging good behaviour through praise and by setting good examples work well. Children are encouraged to make a good contribution to the community by helping each other and helping keep areas tidy. Good opportunities arise for those at the out of school club where they mix with older children and are able to work with them in the school classroom and hall.

The planning documents show that the staff have a good understanding of the requirements for education of this age group. Activities are well matched to children's abilities. Progress made by the children is well recorded and shared with all staff.

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

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| 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

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| 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

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| 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? | 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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Annex B: the Childcare Register

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