

# Goslings Playgroup

Inspection report for early years provision

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**Unique reference number** 146757  
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**Inspector** David Wynford-Jones

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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

Goslings Playgroup is run by a voluntary management committee. It opened in 1991 and operates from a purpose-built building located within the grounds of Whitehill School in Hitchin, Hertfordshire. A maximum of 26 children may attend the playgroup at any one time. It is open each weekday during term-time only. Sessions are from 08:45 to 11:45 and 12:30 to 15:15. A lunch club is available between the two sessions. The setting offers parents some flexibility, within the above hours, for starting and finishing. The group also runs occasional holiday clubs for children currently attending the playgroup.

There is suitable access for children and adults with disabilities. The playgroup is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. All children have access to a secure enclosed outdoor play area.

Children come from the local and wider community. There are currently 74 children aged from two to under five years on roll. Of these, 40 children receive funding for nursery education.

The setting is registered on the Early Years Register.

The playgroup employs nine staff. All hold appropriate early years qualifications. The setting is a member of the pre-school learning alliance and receives support from the local authority.

## Overall effectiveness of the early years provision

Provision at Goslings Playgroup is good. All children are welcome and fully included in activities and the life of the setting because the playgroup is led and managed well. Staff are very effective in ensuring that the needs of children in the Early Years foundation Stage are met successfully. All children are well cared for, happy and settled. They make particularly good progress in their social development and towards becoming independent learners. As a result, the children want to attend and enjoy learning. The capacity for further improvement is good.

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

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

- implement the plans to improve planning by clearly identifying the learning objective for the adult-initiated activities
- develop the use of the outdoor area as a natural extension of indoor activities
- ensure the appropriate details are entered onto the single central record.

## **The leadership and management of the early years provision**

The joint play-leaders provide effective leadership and management. They act as good role models and work effectively with staff to ensure that children's welfare, learning and development needs are met. The issues identified at the last inspection have been tackled effectively. The self-evaluation document is informative and issues identified are a good reflection of the setting's strengths and areas for development. The managers and staff have identified that the planning of the activities requires refining to include what the children are going to learn. They have also identified that they do not make best use of the outdoor area to promote learning. This is because of a lack of a canopy and restricted space. Working with the committee, the managers have secured a significant grant to bring about much needed improvements. Work is scheduled to start soon on the installation of a canopy and extending the hard play area. A revised planning format has been drafted for discussion with staff.

All relevant policies are in place and are in the process of being reviewed by the committee. Procedures for safeguarding children are met. Although, details are not recorded fully on the central record this is an administrative issue and children are not at risk. There is a named member of staff for child protection and for supporting children who find learning difficult. Staff are familiar with the special education code of practice and ensure that these children are fully included in the educational programme. This enables them to be integrated into the group and to make good progress. Risk assessments are thorough. Routine checks are undertaken daily. Fire drills are undertaken on a half-termly basis and recorded methodically. Annual safety checks are in place.

All staff are trained to an appropriate level and update their training on a regular basis. Staff are consistently vigilant but especially at the start and end of the sessions. They check each child into the playgroup and make certain that at the end of the session the children are handed over safely to their named parent or carer.

Staff know all the children well and strong relationships are fostered between the children and their key worker. Links with parents are good. Parents are very happy with the provision. They appreciate the approachable manner of all the staff and the quality of the information they receive. Nevertheless, the setting is keen to develop partnerships with parents further and is currently seeking to design a useful website.

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

The children enjoy attending the playgroup and quickly grow in self-confidence. They are well behaved and are developing a positive attitude to learning. This is because there are effective induction procedures; the relationships between adults and children are good, and activities are well matched to the children's needs and interests.

The learning environment is stimulating. Effective use is made of the spacious indoor accommodation and the extensive range of good quality equipment. The limited outdoor space is used well to promote the children's physical development. However, currently this area is not a natural extension of the indoor provision.

The children are provided with a wide range of opportunities to successfully promote their development across the six areas of learning. Overall, there is a good balance between the activities the children can select for themselves and those that are adult-led. This helps the children to make decisions and promotes their social and personal development skills effectively. Their behaviour is good.

Strong links are fostered as the children quickly develop their relationships with their key worker. The key workers maintain a detailed assessment folder on each child. Ongoing observations are methodically recorded under each of the goals expected for children of this age. The assessments are shared with parents and confirm the good progress the children are making towards attaining the goals.

Overall, planning is good. The activities are organised around a weekly theme. The learning experiences are planned to meet the interests of the children and are carefully matched to the Early Years Foundation Stage requirements. However, planning is sometimes too focussed on the activities rather on what the children are going to learn. This has been recognised by the leadership team and a revised planning outline has been drafted.

A strength of the provision is the adaptability of the staff to respond to the events and the interests of the children. Staff are good at asking questions which promote the children's language skills. However, they do not ask enough supplementary questions that would challenge the more able children.

Snack times are well planned to encourage children to develop good eating habits and to engage in conversation. Children are developing a good understanding of the importance of washing their hands and healthy eating. The children play together well and are developing a good understanding of the importance of staying safe. Their developing skills in working together and in helping to clear away equipment contribute effectively to their understanding of their contribution to the community.

## 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?	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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