

Burton Playgroup

Inspection report for early years provision

Unique reference number 205693
Inspection date 17/06/2009
Inspector Tara Street

Setting address The Childcare Unit, c/o Burton Primary School, Flixborough Road, Burton Upon Stather, North Lincs, DN15 9HB
Telephone number 01724 721719
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

Burton Playgroup is run by a voluntary committee. It opened in 1991 and operates from a purpose built demountable building situated in the grounds of Burton Upon Stather Primary School in Scunthorpe, North Lincolnshire. A ramp provides access to two separate, enclosed play areas, one grassed and one hard surface. A maximum of 24 children aged under eight years may attend the setting at any one time. The group currently only takes children from two to five years of age. The group is open five days a week from 09.00 to 11.30 and afternoon sessions from 12.45 to 14.45, term time only. Morning sessions are offered for the three and four year olds and afternoon sessions for the children under three.

There are currently 56 children on roll who are within the Early Years Foundation Stage. Of these, 37 are in receipt of funding for nursery education. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Three of the staff hold appropriate early years qualifications and two are currently working towards a recognised qualification. The group is registered to take 24 children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children engage in a stimulating range of experiences at Burton Playgroup. A very safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. There are strong relationships between staff, parents and carers and the welfare of the children is promoted to a high standard. The playgroup uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- take the necessary steps to safeguard children by ensuring the record is consistently maintained of any existing injuries children arrive with
- ensure that evacuations drills are regularly carried out and recorded
- provide more regular opportunities for children to access and develop their skills in using information and communication technology.

The leadership and management of the early years provision

The commitment of the committee and manager to address recommendations and continually move forward and meet changes in legislation to safeguard and

promote children welfare is very good. Self-evaluation clearly identifies tasks for continuous improvement. For example, the setting has recently purchased more outside play resources and reviewed the snack time routine to enhance children's experiences. The support to staff via regular appraisals and attendance at training events ensures thorough knowledge of the Early Years Foundation Stage and an enthusiasm throughout the premises.

Most records required for safe and efficient management of the provision are well maintained, including clear annual and daily risk assessments. However, a record is not maintained of any existing injuries children may arrive with. Evacuation drills are not carried out and recorded regularly enough to ensure the ongoing safety of children. Staff protect children from harm as they clearly understand their role in child protection and are able to put good procedures into practice when necessary. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education.

Partnerships with parents and other early year's professionals are very good. Parents access a wide range of information regarding their child's welfare, learning and development. For example, notice boards, daily discussions and planning. They meaningfully contribute to their child's individual development record, which means they are fully aware of the range of activities children enjoy and their achievements. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity is promoted for children. The induction and transition sessions ensure each child integrates at their own unique pace. The setting has developed effective liaison with support agencies and other professionals delivering the Early Years Foundation Stage to ensure children receive the support they need.

The quality and standards of the early years provision

A very good variety of activities are always available providing all children with a broad and balanced curriculum. Children are happy, confident and encouraged towards independence. They communicate readily with adults and each other and are supported to follow their interests and develop their ideas. They have a daily choice of several adult-supported activities which provide focussed learning opportunities alongside many others that are free choice. Staff are mindful of the individual children participating, for example, a cutting and sticking activity is presented in slightly different ways to each group of children to ensure that all are challenged and their understanding extended. Staff deployment is very good, there is always someone on hand to support those that need it, particularly with younger children, but they are also skilled at leaving children alone at times to be active in their own learning. Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities. The premises are well organised, allowing children access to the outdoor area for long periods daily which develops their co-ordination and balance skills. Children are confident using number and enjoy using it in everyday activities. For example, they count how many cars they have as the roll them down a pipe. Children enjoy exploring their creative skills with paints, crayons, paper and a variety textured materials for collage work. Children's information and communication technology

skills are generally promoted as they experience a suitable range of opportunities to access calculators and some battery operated resources. However, opportunities for children to explore technology such as programmable toys and role play resources are limited. Children enjoy exploring the wide variety of resources in the outside area, such as blowing bubbles for others to chase and practicing writing skills with chalks on the fence. They are very proud of their garden and eagerly point out the strawberries, carrots, sunflowers and lavender that they to helped plant.

Children's health and well-being is actively promoted by the nursery through the sickness policy, cleaning routines, balanced menu and good access to drinks to maintain hydration. Staff work very closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. Children have snacks provided which they serve themselves and these offer a good daily variety of healthy and nutritious options. Staff are very good role models with a consistent, positive approach. As a result, children are highly effective in managing their own behaviour and keeping themselves safe, for example, they patiently take turns to use the various play resources and help staff to pack toys away as tidy up time.

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?	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

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