

# Topcliffe Pre-School Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 400037  |
| <b>Inspection date</b>         | 17/06/2009  |
| <b>Inspector</b>               | Michele Crichton  |
| <b>Setting address</b>         | The Portacabin, Topcliffe Primary School, School Lane,<br>Topcliffe, North Yorkshire, YO7 3RG |
| <b>Telephone number</b>        | 01845 578959  |
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| <b>Type of setting</b>         | 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**

Topcliffe Pre-School Playgroup is managed by a committee and has been registered since 1992. The playgroup operates from a portacabin in the grounds of Topcliffe Primary School in the village of Topcliffe, North Yorkshire. There is access to an enclosed outside play area. The playgroup serves the local community and surrounding areas. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 24 children aged from two years to under eight years old. There are currently 32 children on roll. This includes 15 children receiving nursery education funding. The playgroup opens five days a week school term time. Sessions are from 09.00 to 11.30 with two additional sessions on Tuesdays and Thursdays from 12.00 to 15.00. There is a staff team of five and all hold relevant childcare qualifications. The playgroup has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language, although none currently attend. The playgroup receives regular support from the local authority and is a member of the Pre-School Learning Alliance.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. A combination of highly effective partnerships with parents and others and good supportive and inclusive provision for learning ensures all children's needs are appropriately identified and well met. The opportunities for children to learn about cultures other than their own are more limited. Each child's individuality is positively supported, resulting in good and sometimes outstanding progress in their learning and development. Self-evaluation systems and development plans in the playgroup are effective and successfully secure continuous improvement to further promote the best outcomes for children.

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

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

- extend the opportunities and experiences for multi-cultural learning.

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

Partnership with parents and others is a key strength. Excellent relationships and regular feedback from parents, consultation with other professionals, regular staff meetings and the constant notes in the staff's 'ideas book' are combined effectively to identify strengths and areas for development. This information is then used to draw up clear and systematic action plans by the manager and staff, who are constantly striving to improve the playgroup. All recommendations made at the last inspection have been fully addressed. All the appropriate documentation, policies

and procedures are in place to ensure that children are safeguarded and their welfare is positively promoted. These are regularly reviewed and easily accessible for parents to examine. Careful vetting procedures ensure all staff are suitable to work with children.

Staff have a clear understanding of their roles and responsibilities and work together well as a confident team to ensure good progress and development for all the children. Staff keep parents fully informed of their children's progress and needs both formally and informally. For example, the 'Wednesday book' lets parents know how well their children are progressing and encourages them to play an active part in their children's learning and development. Strong links with local schools ensure good transition arrangements so that key information is shared effectively in order to continue meeting each child's individual needs.

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

Knowledgeable and experienced staff assess children within the first few weeks of attending the playgroup. This is then followed by regular assessments by each child's key person to provide a comprehensive picture of what children can do. The key person system is used very effectively and ensures children feel safe and happy and settle well.

This good quality learning environment provides many opportunities for children to develop well in all the six areas of learning. Staff use effective questioning and discussion to extend children's communication skills, developing their vocabulary and promoting thinking skills. There is a good balance of adult-led and child-led activities. This approach maintains children's interests and keeps them motivated and interested. Children thoroughly enjoy exploring and investigating outdoors as they dig in the soil or sand areas and take turns to pour water or roll balls down the cleverly constructed diagonal lines of guttering. They take turns and are considerate and kind to each other. Computers, digital cameras and electronic white boards are used every day to develop children's skills and confidence in information and communication technology. The walls both inside and out are covered in many photographs taken by staff and children of the wealth of rich and valuable activities that the children have experienced.

Carefully planned learning activities enable children to develop a thorough understanding of how to keep themselves safe and healthy. Children regularly try a wide variety of healthy food, grow vegetables from seeds and have plenty of opportunities for physical play and exercise, both inside and outdoors. This is in addition to having sponsored obstacle courses, regular walks to the park, walks along the river path or, in summer, visits to the local strawberry farm. Through a measured and calculated approach children develop a very good understanding of risk and how rules help to keep themselves and others safe. Yet, although children learn much about their local community and their place in it, their multi-cultural knowledge is limited and there are currently few activities and opportunities to extend this.

## 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

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|---|---|
| <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?                            | 1 |
| 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>       | 1 |
| How well are children helped to stay safe?  | 1 |
| 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**

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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 |
|--|-----|