

Sunnydays Playgroup

Inspection report for early years provision

Unique reference number EY289730
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Inspector Patricia Underwood

Setting address Knypersley First School, Newpool Road, Knypersley, Stoke-on-Trent, Staffordshire, ST8 6NN
Telephone number 07960 014794
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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

Sunnydays Playgroup opened on its present site in 2004 and operates from a classroom at Knypersley First School, Stoke-on-Trent, Staffordshire. Children have access to a secure enclosed outdoor play area in the grounds of the school. It is situated in a residential area in Knypersley and managed by a voluntary management committee, made up of parents of children at the playgroup. Appropriate links with the school have been established

The playgroup is on the Early Years Register. A maximum of 26 children aged between two and five years may attend at any one time. There are currently 84 children on roll of whom 20 receive funding. It is open each weekday from 09:00 until 11:30 and from 12:30 until 15:00 during school term times only. A daily lunch club operates from 11.30 until 12:30. Children attend a variety of sessions.

Children come from the local area. The playgroup supports children with learning difficulties and/or disabilities and can also support children who speak English as an additional language. Access is easy for all as appropriate ramps have been installed.

Nine staff are employed, eight hold relevant early years qualifications.

Overall effectiveness of the early years provision

The overall effectiveness of the provision at Sunnydays is satisfactory. Staff are committed to ensuring children are happy, safe and well cared for. A range of activities, which the children enjoy, is provided covering all areas of learning. Parents have every confidence in the setting and appreciate all that the staff do for their children. The needs of all children, including those with learning difficulties and/or disabilities are catered for appropriately. Staff are beginning to understand the strengths and areas for development within the playgroup but as yet have no formal recording, so capacity for further improvement is satisfactory

What steps need to be taken to improve provision further?

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

- develop planning to ensure all children are appropriately challenged
- ensure assessments clearly highlight the next steps for learning for each child
- implement a formal system of recording the settings strengths and areas for development

The leadership and management of the early years provision

Staff are committed to ensuring the playgroup is well organised and runs smoothly on a day to day basis. They work well as a team, know their roles and

responsibilities and support each other well. Effective procedures are in place to identify any child who may be at risk. Staff are carefully vetted, hold appropriate qualifications and are encouraged to attend training to extend their knowledge. Risk assessments are well documented and carried out both annually and daily. However, when taking children out on a visit risk assessments need to also include details of how they travel to and from the place they are visiting. All policies are regularly reviewed and up dated by staff; consequently children are well protected and safe. For example when the children returned from a brief visit to the school playground staff reminded them to use the hand rails as they walked down the steps. There is a good range of resources but because storage is difficult resources are not always at child height and so are not readily available.

Partnership with parents is outstanding. Questionnaires completed by the parents show how supportive they are of the playgroup. They have every confidence in what the staff are doing for their children. 'Always a smiling face and a good morning each morning', 'Staff make parents and children feel welcome', 'Excellent provision and support given'. Parents are very pleased with the information they receive about the child and enjoy reading the learning journals. These are full of photographs to illustrate what the child has been doing. However, few parents contribute to these learning journals by writing about what their child does at home, so valuable information about the child is not shared.

There are good links with the school nursery. The two groups plan together and share ideas. This is particularly important as most children attend both groups and this prevents duplication of tasks and experiences.

Liaison with outside agencies is good and available, if needed, to help the playgroup support children with learning difficulties and /or disabilities.

Although the manager knows the setting well there is no documentation to record the strengths and areas for development. Recommendations from the previous report have not all been fully addressed. As a result the capacity for further improvement is currently only satisfactory.

The quality and standards of the early years provision

A warm welcoming safe environment greets the children when they arrive. A wide range of activities that reflect all areas of learning encourage the children to explore their surroundings. Planning is clear but not sufficiently linked to the early years requirements. There is little information about the purpose of an activity or how it will be delivered to cater for the needs of all the children. Assessment procedures are good but they are not used effectively to highlight what the next steps are in each child's development. Consequently, although the children enjoy their time in the playgroup, progress is satisfactory. There are plans to work more closely with the nursery teacher and develop a shared planning format.

Staff are caring and supportive. They make the children's welfare a priority. They have a good relationship with the children, thus ensuring children are confident, happy and settled. When a child is distressed a member of staff will spend time

settling the child until it is smiling again. A child was upset for various reasons but eventually, with support from the staff settled down and thoroughly enjoyed the rest of the day. Children are well behaved as good behaviour is praised and encouraged. They also know what the staff expect from them. Children are beginning to take turns wait patiently and to play together, sharing resources. Consequently their personal and social skills are developing well. This is preparing them well for the future as well as enabling them to contribute to the harmony of the setting.

There is strong emphasis on language and number skills. Open ended questions encourage children to express their thoughts and views. Children develop a love of books and look forward to story time. Others can be seen sharing books together. Children are excited planting sun flower seeds and cannot wait for them to grow. They are becoming aware of what plants need to survive. A small group demonstrated their skills on the computer. One child was completely mesmerised by the story on the computer. Whilst another child thought it was very funny when a picture of three mice was painted black and there was nothing left to see on the screen.

The outside area was especially attractive to the children as the weather was good. Lots of activities are provided outside. A particular favourite was the water and children were quite happy getting wet. Another was a suspended row of metal pots and pans that could be hit with a wooden spoon. They produced a lovely noise. Although the space is too small for wheeled toys the school playground is used on a regular basis for these. Physical development is also enhanced by the use of the playground and the tyre trail, which the children love to use.

Healthy snacks of fruit, vegetables milk and water are enjoyed by the children. Water is always available, as each child has his/her own labelled bottle. Staff discuss the need for healthy eating and the importance of personal hygiene. This makes a good contribution to their understanding of what a healthy life style means.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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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