

Pebbles Playgroup

Inspection report for early years provision

Unique reference number EY390035
Inspection date 07/07/2009
Inspector Christine Tipple

Setting address Airy Hill Cp School, Airy Hill, WHITBY, North Yorkshire,
YO21 1PZ

Telephone number 07733213727

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).

Description of the setting

Pebbles Playgroup was re-registered at the current site in 2009, the playgroup has been established since 1976. The playgroup is managed by a voluntary committee of parents and other interested bodies. It operates in a detached bungalow on the site of Airy Hill County Primary School in Whitby. Children have access to an enclosed outdoor play area, some of which is covered. The premises are shared with Endeavour Fun Club which provides care for older children out of school hours. The two groups do not run at the same time. The playgroup's opening hours are from 08.45 am to 11.45 Monday to Friday, term time only.

The group is registered on the Early Years Register. A maximum of 24 children aged from two to under five years may attend the playgroup at any one time. There are currently 30 children on roll. The playgroup is in receipt of funding for the provision of free early education to children aged three and four.

There are five staff employed of whom two hold an early years qualification at level 3, the other staff members are completing a level 3 qualification. The playgroup is a member of Pre-School Learning Alliance and the local Early Years cluster group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children and parents are made very welcome and children are settled and secure in their surroundings. Staff support children's individual needs effectively which enables them to be confident and independent. The good use of the key person system enables staff to know the children well and overall to support their varied interests and learning needs. Staff identify children's next steps which are used to support them to make ongoing progress. Staff and the management committee have taken positive steps to evaluate their practice and to acknowledge areas which require further development.

What steps need to be taken to improve provision further?

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

- extend opportunities to involve parents in sharing information and involving them in their child's continuous learning and development
- review the recording of children's individual observations and assessment to ensure there is a systematic and routine approach applied
- develop a wider range of materials and resources which are accessible throughout the session which fully extend and promote children's creative ideas and skills.

The leadership and management of the early years provision

The playgroup has relevant and informed documentation, policies and procedures in relation to children's health, safety and welfare. These are reviewed along with the risk assessments by staff and the committee to ensure these remain up-to-date and are fully shared with parents. They are kept informed about the playgroup on what is provided which includes a welcome leaflet and details of the Early Years Foundation Stage, other useful information is displayed on the notice boards. Parents have positive daily contact with the staff which enables them to discuss their child's time at playgroup. The children's learning files provide additional information for them on the areas of learning their children are engaged in. However, the opportunities to involve parents more in their child's continuous learning and development is not yet fully developed. The children's key person when children first attend observe them to see what they enjoy playing with. This approach informs staff of each child's starting points in relation to their interests and needs which staff build upon. The links with other providers in the community is in place through the local early years cluster group and this promotes the sharing of good practice and training. The support to children in their transition into school is effectively planned for through the links in place.

Staff have attended recent training for safeguarding children. This informed the review of the policy and procedures to ensure it reflected current guidelines in protecting children. The staff work positively as a team and this impacts of their approach to extend and develop their provision for the children. The self-evaluation is in the early stages but staff are clear about areas to develop and improve practice. The committee have attended training to inform them of their roles and responsibilities in supporting staff. All staff attend regular ongoing training and to extend their qualifications, this pro-active attitude benefits the playgroup in the raising of the quality of play and learning provided for the children. This includes establishing free flow play through effectively utilising the use of the outside area.

The quality and standards of the early years provision

The staff demonstrate a good understanding of the Early Years Foundation stage and are effective in supporting children to progress. Staff have developed their approach to enable a positive balance of child-led and adult-led play and learning. Staff plan to ensure they provide for children's next steps to progress and to monitor this so all areas of learning are supported. Staff continue to discuss systems that work for all in relation to recording children's learning and progress. The staff have their key children and individual files and photo's are used effectively with captions. These along with the more in depth observations provide good information on children's achievements. The staff work well together to review their current processes and use the advice of the local authority to build upon skills. But this does not yet fully provide a systematic and routine approach to observations and assessment of individual children to ensure staff are fully confident in the process chosen.

Children are eager to take part in all areas of play provided. The varied experiences provided support and help the children to develop a positive sense of themselves and of others; building on their social skills and supporting a positive approach to their learning through play. Children are guided by staff on taking turns and sharing, the good example set by staff in relation to promoting children to use their manners, and for them to be aware of others. The use of the empathy dolls and pictures of different emotions support this well for the children to identify how they feel. The dolls go home with the children to share in what they do when not at playgroup, this is supported with the diary and photographs of their adventures together. The children are keen to collect their name badge to self-register when they arrive at playgroup. The use of a variety of resources which enable the children to mark make and formulate letters, such as various clip boards around the playgroup and the white board outside. Books are displayed and children are self select as they want as well as share story time together.

Children have good opportunities to count and become familiar with numbers through their play, to match a number with objects. Children use a range of resources to promote problem solving and in sorting, matching and sequencing. This enables children to work cooperatively, such as with the building bricks in looking at size and shapes and how these are used to balance the tower and what was needed to make it stable. Children use the computer competently and this provides an additional resource through games linked to language, literacy and number. Children enjoy the choice of accessing the outside throughout the session which offers all areas of learning well. The space enables the children to move around freely and to be active and manage their physical skills through activities such as obstacle courses and races. The range of tools and equipment support the children's to develop their skills and in how these are used safely. The development of the garden area enables the children to grow seeds and plants and to care for these. The observation of various wildlife and insects all supports children's natural curiosity, such as picking up the worms and snails. Children develop their knowledge and understanding of the wider world through images, resources and to develop a positive attitude which starts in their own community. Children have a selection of creative resources and enjoy role play and small world activities which enable them to extend their imaginative ideas and experiences. Opportunities for the children to paint and use different materials and mediums is provided. However, this is not sufficiently extended to ensure children have independent access to a wider range of resources, which fully promote their creative ideas and skills throughout the session.

Children are supported through their play about being safe in the use of tools and equipment and when on walks in the area to know about crossing the roads in a safe way. They participate in the evacuation process which makes them aware of what to do in such an emergency. Staff provide a range of healthy foods for the children at snack time and this links to promoting a healthy lifestyle. The children enjoy the variety which offer choices, such as cheese and apples, breadsticks and bananas. Clear information is provided on hygiene practices which includes the care and procedures when children are ill. The playgroup has good facilities for children to manage their personal care independently.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

