

# Thurnby & Bushby Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	226497
<b>Inspection date</b>	18/06/2009
<b>Inspector</b>	Patricia Underwood
<b>Setting address</b>	St Lukes School, Main Street, Bushby, Leicester, Leics, LE7 9PN
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<b>Email</b>	
<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).

## Description of the setting

Thurnby and Bushby Playgroup is a charitable, non profit making organisation run by a committee of volunteers. It was registered in 1986. It operates from a mobile classroom in the grounds of St Luke's School in Bushby. All children share access to a secure enclosed outdoor play area and the school field including a Trim Trail. Links with the school have been established. Appropriate ramps provide disabled access. The group serves Bushby, Thurnby and the surrounding areas.

The playgroup is on the Early Years Register. A maximum of 24 children can attend at any one time. There are currently 34 children on roll, of whom 33 receive funding. The playgroup is open each weekday from 09.00 to 12.00 during term times. Children attend a variety of sessions.

Five members of staff work with the children. Four hold appropriate early years qualifications and one is working towards this.

The playgroup receives support from the local education authority.

## Overall effectiveness of the early years provision

Children attending Thurnby and Bushby Play group enjoy good provision. Staff are committed to ensuring children are safe, secure and well-cared for. Children are happy, settled and really enjoy their time in the playgroup because an interesting range of activities is provided. The setting is all inclusive and welcomes children with learning difficulties and/or disabilities and those for whom English is an additional language. Parents express every confidence in the setting and the way staff care for the children. Recommendations from the previous inspection have been addressed and the setting knows the areas for development well, and 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:

- ensure the next steps for learning are specific and inform planning
- encourage all staff to regularly ask open ended questions to stimulate discussion and extend children's knowledge.

## The leadership and management of the early years provision

Staff are committed to ensuring the playgroups runs smoothly on a day-to-day basis. They work well as a team, know their roles and responsibilities and are actively encouraged to seek training to extend their knowledge. Staff are carefully vetted and suitably qualified. Risk assessments are carried out regularly both annually and on a daily basis especially the outdoor area. All policies are regularly

reviewed by the staff and updated as required. Effective procedures are in place to identify any child who may be at risk. As a result children are well-protected and safe. A good range of resources is readily available and accessible for the children, who enjoy choosing what they want to play with.

Parents express every confidence in the setting and appreciate the dedication of the staff as they care for their children. 'Its nice and friendly', 'Always feel welcome', 'It's fun and relaxed', 'Great activities for children and parents to get involved in'. These comments reflect and support parents views recorded in their responses to a questionnaire. Parents receive detailed and helpful information about their child in their learning journals. These include lots of photographs of activities the child has enjoyed and information about their next steps of learning.

There are very good links with the school as the Reception teacher visits the setting for story time and children visit the Reception class and school regularly. This helps to make the transition to the Reception class smoother. Links are also being forged with other Early Years providers and Reception teachers that receive children from the playgroup.

Strong links exist with outside agencies that offer support and guidance for those children with learning difficulties and/or disabilities, ensuring appropriate provision for them.

The setting knows itself well and is in the process of completing a written record of its strengths and areas for development. Recommendations from the previous report have been addressed. As a result the setting is well placed for further improvements.

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

An exciting, interesting and welcoming environment greets the children when they arrive, as a range of activities in all areas of learning are already out on the tables for them to choose. Planning is closely linked to the Early Years Foundation Stage requirements and although the purpose of the activity is clear for adult-led activities, it is less clear for all other planned activities. Assessment procedures are good and regularly carried out, however, the next steps for learning especially with regards to numeracy and communications skills are not specific and tend to very general. Despite this children make good progress, as their 'Learning Journals' show, from their starting points.

Staff are very caring and supportive. They make the children's welfare a priority. They have good relationships with the children, thus ensuring all children are safe, confident happy and well settled. Children are well behaved as good behaviour is praised and encouraged. Key workers have a valuable role to play in ensuring their group is happy and tasks planned match each child's needs. Personal and social skills are developing well as children are learning to take turns, wait patiently, help and respect each, share resources and play together.

There is a strong emphasis on communication and number skill. However,

opportunities are missed to extend children's knowledge and understanding because questions asked require only a yes or no answer. Children are developing a love of books and happily share books together or with an adult. Another group of children enjoyed a maths games, a dice was thrown with a different shape on each face. Children recognise the shape and where possible match to a shape on their board. Questioning was not used effectively to extend the children's knowledge although they were good at recognising the shapes. Children enjoy using the computer but have a very wide range of skills. Some do not find it easy to control the mouse so the cursor goes everywhere whilst others demonstrate very good control of the mouse. All these aspects help to prepare children for their next stage of learning.

Children really enjoy being outside and a range of activities is available for them to explore. For example two children have fun 'painting the fence' with different size brushes and water. Others ride trikes or bikes, climb on the climbing apparatus or bounce on a small trampoline, with confidence. But the most fun was had when they went on to the school field and used the trim trail. Lots of laughter and smiling faces. These activities enhance children's physical development and at the same time provide a source of enjoyment for them.

Healthy snacks of fruit, vegetables, cheese, milk and water are readily available and children choose when they eat. Personal hygiene is stressed and specific discussions feature why it is necessary to have a healthy diet. This helps to promote the children's understanding of what a healthy life style entails.

## 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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