

TimTin Playgroup and Kids Club

Inspection report for early years provision

Unique reference number	EY369612
Inspection date	24/06/2009
Inspector	John Foster
Setting address	Linwood Road, Martin, Lincoln, LN4 3RA
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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).

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

Timtin Playgroup and Kids Club was registered in 2008. It operates from a self-contained unit within the grounds of Mrs Mary King's Primary School in rural Lincolnshire. The setting offers full day care to children and it serves the local community. The setting opens five days a week, all year round. Opening times are from 08:00 to 18:00 hours Monday to Friday. Children attend for a variety of sessions. The setting is registered to care for 24 children, aged between two and five years and there are 34 children currently on roll. The setting is placed on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting caters for children with learning difficulties and/or disabilities with full access for people with mobility difficulties and disabilities. It can support children with English as an additional language. There are 10 staff working directly with the children. Of these, eight hold appropriate qualifications and the other staff members are working towards achieving their qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The provision at the Tim Tin Playgroup and Kids Club is good and it meets the needs of early years children well. The setting gives all children good opportunities to learn through play in a secure environment, with good support for learning from the staff. It is managed well and the staff work closely together to ensure that the children are cared for well during their time there. The good leadership gives the playgroup the capacity to continue with its good levels of improvement. Strong relationships with the parents are an important feature of the setting's provision.

What steps need to be taken to improve provision further?

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

- improve further the monitoring, observation and assessment processes and use the information gained to improve planning for future work
- develop the outdoor area so that learning opportunities outdoors match those found indoors
- create systems which make it easier for parents to contribute to their children's developmental records.

The leadership and management of the early years provision

The leadership and management are good. The manager and her deputy are very well qualified to perform their roles, and almost all the staff also have good qualifications, or are undertaking training to gain these. The staff undertake regular training to meet the setting's and their professional needs. For example,

the manager and deputy have recently completed their level 4 NVQ qualifications, currently waiting for their final results, while all other staff are in process of improving their qualifications. This commitment to continual training is why the learning and developmental needs of children are catered for well.

Since the setting moved to its current accommodation in October 2008, the manager has ensured that all policies and procedures have been updated to reflect the Kids Club and playgroup's present position. Risk assessments are undertaken regularly, though plans are in place to improve further the quality of day-to-day risk assessments. The manager maintains a close watch on the setting's work and ensures that the children are cared for well and given good learning experiences. The staff evaluate the work of the setting well, and, using the national guidelines for self-assessment, have identified areas where strengths lie and where improvements are needed. Their evaluation is accurate in most areas. The self-evaluation document is currently in the early stages of production and has yet to be adopted by the management committee. It has been produced predominantly by the manager and staff, with limited input from this committee.

The setting is well organised to ensure that each child has a key person responsible for his/her welfare and learning and is therefore fully included in all activities. The key person undertakes assessments of the children in her group and maintains their records. Observations of children at play are a key feature of this process. However, these observations and assessments are not yet focussed well enough on individual needs to ensure tasks planned are totally relevant to each child's learning. The children's records are kept safe and secure and parents have full access to them. The staff encourage the parents to read their children's records and where comments are made, note is taken of them. The current format for encouraging parents' comments is not sufficiently clear and, as a result, the setting has too few comments added by the parents on which to base future planning. The parents speak highly of the setting and what it does for their children. As one parent said, when leaving her child, 'She is totally happy here and has good opportunities to play freely with other children.' She pointed out that if this was not the case, she would not bring her child five miles to the playgroup.

The setting caters for the children's welfare well. Legal requirements are met for safeguarding and protecting the children while they are at playgroup. Registers are kept accurately and all staff are aware of the processes to ensure children in their care are safe. The manager and her deputy are both trained in child protection, ensuring that there is always a member of staff with this qualification on the premises.

The quality and standards of the early years provision

The visit enabled the breakfast club, as part of the Kids Club to be observed. Most children attending were of school age, with only one child below the age of five. The provision for the under-fives is good. They are welcomed into the setting and given the choice of what they would like for their breakfast. They are then allowed the freedom of the setting, with the sole under-five child deciding to play outside on the large toys. The older children look after her well and involve her in their

games.

The children arrive at playgroup eager for the day ahead and happily leave their parents, rushing to take part in the wide ranging activities set out for them. The indoor accommodation is welcoming to the children and resources are organised well to give opportunities for children to learn through their play. Specific areas are identified, for example, creative work, music, reading activities and building. While the outdoor area is similarly organised, the setting recognises that further development is needed in order to give the children the same opportunities to learn outside as they have inside. The staff's planning is good. The manager ensures that plans link to the early years framework and each week activities are arranged by a key person for the specific needs of children in her group. These activities are also undertaken by all children during that week.

After a period of time to settle in, the children are brought together for registration and to share their news with each other. All are encouraged to share what has happened to them and one girl excitedly told the rest about her new dog, while one of the boys showed his new set of skittles to the group. Children are given freedom to choose their activities. As it is a hot day most decide to play outside. They are aware that they need to wear their sunhats to protect them from the sun's rays. The setting provides hats for the few who have not brought their own. The range of outdoor activities includes large wheeled toys, sports activities, reading, mark making and water play. Although the children choose their activities the staff are alert to opportunities where they can give particular support to individuals or groups of children to move their learning on at a faster pace. One of the staff, for example, had a group of children practising for their sports day. The children were involved in activities which gave them experience in running, jumping and throwing. At the same time other children were sitting quietly with another member of staff, sharing a story chosen from a book by one of the children. Children share well and play together happily.

From the time they start at playgroup, the children are taught that they need to wash their hands regularly to get rid of germs. They do so as a matter of course, whenever they go to the toilet or are preparing to eat their snacks or dinner. The setting provides snacks in the morning and afternoon and plan for the children to have healthy food at these times. Invariably there is a choice of fruit or vegetables, alongside a drink of milk or water. The children bring their own packed lunches to playschool. They sit together and dinner times are good social occasions for them. Children's good progress and development in literacy, numeracy and their social skills provide good opportunities for their future learning.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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