

Waddingham Under 5's Playgroup

Inspection report for early years provision

Unique reference number 253557
Inspection date 10/07/2009
Inspector Melanie Arnold

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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

Waddingham Under 5's Playgroup was registered in 1992 and is committee-run. It operates from the village hall in Waddingham, Lincolnshire. Children are cared for in a small room and the main hall, where kitchen and toilet facilities are also available for use. The setting are in the process of developing an outdoor play area for children. The setting opens Monday to Friday, term-time only from 09.15 to 12.00. A lunch club runs on a Tuesday from 12.00 to 13.00.

The setting is registered to care for a maximum of 24 children aged from two to five years at any one time and is registered by Ofsted on the Early Years Register. There are currently 20 children on roll, all of whom are within the early years age range; of these, 10 children receive funding for early education. The setting employs five staff, three of whom hold appropriate early years qualifications. Two members of staff are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The individuality of children is respected and valued by the caring staff team who recognise and promote the uniqueness of each child through their effective partnership working. Children enjoy participating in activities, however, systems have yet to be further developed to enable all children to fully achieve and develop in all areas. Clear policies, procedures and practices contribute to the promotion of children's welfare. The planning for improvement, which includes the process of self-evaluation is generally effective.

What steps need to be taken to improve provision further?

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

- link observations and assessments more closely to the development matters in all areas to fully monitor children's progress and use these to identify learning priorities and plan relevant learning experiences for each child
- ensure all staff are familiar with the content of the areas of learning in order to fully support children's learning and development
- review the environment to ensure children are provided with equal access to resources covering the six areas of learning.

The leadership and management of the early years provision

Children are cared for in a safe environment, where clear security procedures are followed to help create a secure setting. All required records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) and to ensure that the needs of all children are met, are in place and completed well. Clear recruitment, vetting and induction procedures

are implemented by the setting to ensure the suitability of the staff team. All staff have a clear understanding of their roles and responsibilities with regard to child protection issues, which further safeguards children from potential harm. The clear record of risk assessments used by staff, identifies and minimises potential hazards, to ensure children's safety. Space and resources are organised generally well to create an environment where all children have opportunities to freely select their play materials.

The setting works in partnership with parents, carers and others, gathering and exchanging clear information to ensure they continually respect and value each child's background and beliefs. This creates an inclusive environment, where each child's individual needs are met. Parents comment very positively about the setting, stating they feel fully informed about their children's progress, future learning activities and relevant EYFS information. Parents are kept informed through newsletters, photograph display boards and discussions with staff who share any developmental achievements with them as they arise. The setting works closely with the local school, forming a close bond with the reception class teacher, which aids children's transition when they move on to school. All staff strive to provide a good standard of care for children. Improvements have been made because the setting has addressed all of the recommendations raised at the last inspection. For example, deployment of staff has developed, resulting in the constant supervision of children and systems have been devised to ensure children are made aware of what is going to happen next, which has had a positive impact on their behaviour. The setting are beginning to use a system of self-evaluation to monitor their provision. They have identified some clear targets for future development and are in the process of implementing these to improve outcomes for children.

The quality and standards of the early years provision

Children enjoy playing with suitable, well-maintained toys, resources and equipment. Their health and safety is protected through the setting's clear practices and procedures. For example, children learn the importance of developing good hand washing practices throughout the daily routine and they enjoy a healthy, balanced range of snacks which introduces them to healthy eating. Daily opportunities to participate in physical activities, either in the hall or when going to the school to use their playground, encourage children to be active. A clear illness and exclusion policy is adhered to, ensuring the risk of the spread of infection is minimised, therefore, promoting children's well-being. Activities, discussions, regular and daily events, help children to learn about maintaining their own health and safety. For example, when walking over to the school children learn how to cross the road safely. Children's behaviour is mainly good and they are becoming independent individuals. They enjoy playing co-operatively with their peers, mainly sharing and taking turns. Children learn about the wider world in which they live through playing with resources depicting positive images of diversity, through discussions and activities. This helps children to learn to value and respect others, providing a sound foundation for their continued learning and development.

Children's observations and assessments show they are making generally good progress in relation to their starting points in some areas of learning. However, potential gaps in children's learning have not been identified by the current system of assessment. Therefore, overall children are making satisfactory progress in their development. Staff have yet to use each child's observation and assessment file to more accurately monitor and track their progress in all areas and identify and plan for their next steps in learning. Also, all staff have yet to develop a clearer understanding of the six areas of learning to ensure they can fully promote and support children's learning more effectively. Activities are planned around children interests, with a balance of adult-led and child-initiated play. Children have access to resources and activities covering the six areas of learning. However, organisation of time is not always fully effective to ensure children have equal access to all of these resources so that they can fully consolidate and develop their play accordingly. For example, the computer is not always set up for children to use and children are provided with less time to play in the larger hall where they have access to additional play materials including dressing-up resources and large physical play equipment.

During welcome time, staff use some generally good questioning techniques to challenge children to think and promote their learning in different areas. For example, children sing and recall simple songs from memory, they identify what day of the week it is, the date and what the weather is like today. When discussing the date each day, children are asked to identify the numeral and through the accessibility of mathematical resources and toys, children are provided with opportunities to develop their skills in this area. For example, children select a shape and colour match game from the table and ask a member of staff to play it with them. Two children constantly play this game with skill, while several other children visit, play the game and then leave. The member of staff provides appropriate support to enable each child to participate at their level and allows children to leave the game when they wish to do so. Therefore, promoting children's learning in line with their interests and requests. Constant discussions, daily opportunities to sing and listen to stories and the accessibility of writing materials, enable children to develop their communication, language and literacy skills.

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?	3
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?	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?	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?	3

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