

Stafford Leys Playgroup

Inspection report for early years provision

Unique reference number	226483
Inspection date	02/07/2009
Inspector	Chanan Tomlin
Setting address	Stafford Leys Community Centre, Stafford Leys, Leicester Forest East, Leicestershire, LE3 3LJ
Telephone number	0116 2392395 or 0116 2392252
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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

Stafford Leys Playgroup was established in 1977. It is a privately owned facility that is on the Early Years Register and is situated in the Community Centre area of the Stafford Leys Primary School. The playgroup, which has disabled access, has the use of a large hall, a separate smaller room and associated facilities. The playgroup operates during term time only, 09:00 to 12:00 weekdays, excluding Wednesdays. Children attend a variety of sessions each week. The playgroup is registered to provide care for a maximum of 24 children from two to five years at any one time. There are currently 26 children on roll which includes 17 funded four-year-olds and seven funded three-year-olds. There are four staff available to work with the children, all of whom hold appropriate early years qualifications. The playgroup receives support from the Local Authority.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. The setting started following Early Years Foundation Stage guidelines in September 2009 and each child has a 'Learning Journey' folder to monitor progress. Staff work well together to care for the children and to provide for their needs, however, progress in following the guidance is slow and a comprehensive system to identify children's next steps in learning is not yet in place. The proprietor acts as the special needs co-ordinator and is aware of the Special Educational Needs Code of Practice but has not yet attended the relevant training and the setting has not fully developed its systems for inclusive practice. Despite this, the setting has satisfactory capacity for sustained improvement.

What steps need to be taken to improve provision further?

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

- continue to review procedures for monitoring the quality of the nursery education and ensure that observations and assessments are used effectively to plan for children's individual progress along the stepping stones
- improve self-development by producing a self-evaluation form
- explore ways of challenging gifted and talented children

To fully meet the specific requirements of the EYFS, the registered person must:

- produce and implement an effective safeguarding children policy and attend a child protection training course 01/12/2009
- obtain written parental permission for seeking any emergency medical advice or treatment 01/09/2009

The leadership and management of the early years provision

The leadership and management of the provision is satisfactory. Staff meet regularly to discuss activities and children's progress, however, the setting has not yet produced a self-evaluation form to strengthen self-development. The setting has regard for the 'Every Child Matters' outcomes and is keen to provide the children with strong grounding in the early learning goals. It is in the process of reviewing procedures for monitoring the quality of the nursery education and to ensure that observations and assessments are used effectively to plan for children's individual progress. The setting hopes to progress in these areas with assistance from outside agencies. The setting works in close collaboration with its feeder school, Stafford Leys Primary, and children spend time in the reception class during the summer term before attending in the autumn. Staff enjoy good relationships with parents and often meet informally. They also communicate through a suggestions book, termly newsletters and letters home. Staff are aware of the procedures for safeguarding children, however, an appropriate policy is not in place and staff have not attended the relevant training. The setting does not yet have a system for obtaining written parental permission for seeking any emergency medical advice or treatment.

The quality and standards of the early years provision

The quality and standards of the provision are good. Parents are provided with all of the necessary information about the setting and policies and procedures are in place in the event of a complaint. The building and play areas are safe and secure. The premises are large and bright and outdoor areas are spacious and well equipped. Resources are adequate and children have a good range of toys to play with and activities to keep them busy. Effective policies and procedures ensure the safe administration of medications, careful records are kept of injuries, and staff are trained in first aid. Children know that they must wash their hands after using the toilet and understand that germs lead to illnesses. They are aware of the importance of healthy eating, are provided with healthy snacks and always have access to drinking water. Although some children are boisterous at times, staff try their best to manage behaviour effectively and behaviour is generally good. Staff are trained and suitable to work with children and all have CRB disclosures. Risk assessments with regard to the premises and resources are completed on a daily basis.

Children achieve and make good progress during group activities. They enjoy working together, which helps them support other children in the playgroup community and gain from their carers' guidance. For example, children learn about numbers and measurement during water play when they pour from one container into another and also learn new words such as 'funnel' and 'volcano'. Children measure and compare distances when they try to find the fastest car and in their role play pretend to be honeybees, fairies and giants to musical accompaniment. They develop positive attitudes to learning which is helpful in preparing them for their future education. Although children learn and develop well, the setting appreciates that it should explore ways of challenging children that are gifted and

talented in order to maximise the learning experiences at the setting for all children.

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?	3
How well are children safeguarded?	4

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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