

Hauxton Playgroup

Inspection report for early years provision

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| Unique reference number | 221800 |
| Inspection date | 21/09/2009 |
| Inspector | Lynn Clements |

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| Setting address | Village Hall, Hauxton, Cambridge, Cambridgeshire, CB22 5JB |
| Telephone number | 07775 527 699 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hauxton Playgroup has been established since 1976. They are registered to care for a maximum of 24 children at any one time. There are currently 18 children on roll, of which, 11 are in receipt of early education funding. The provider is also registered on the compulsory and voluntary parts of the Childcare Register.

The setting is based in the village hall, in a residential area of Hauxton. Access to the setting is on one level. There is a fully enclosed outside play area. Children can attend for a variety of sessions. The group has systems in place to support children with learning difficulties and/or disabilities or those who speak English as an additional language.

The group opens three days a week, Monday, Tuesday and Thursday, during school term time. Sessions are from 9.15am until 12.30pm.

There are four full time members of staff working with the children, three of whom hold appropriate early years qualifications. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have sufficient knowledge of each child's needs which enables them to support their welfare and learning. However, staff are not always consistent to ensure that identified next steps for learning are clearly linked to the Early Years Foundation Stage (EYFS) guidance and that parents have regular opportunities to share development records. Children are safe and secure and have sufficient opportunities to learn about their local area and the world around them. Risk assessments are in place, although some policies and procedures have not been updated. Partnership with parents, carers and the local school is one of the settings strengths, ensuring that children's changing needs are met along with any other support needs. Children make sound progress given their age, ability and starting points. The manager and staff have begun to reflect on their practice.

What steps need to be taken to improve provision further?

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

- ensure that all policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children are maintained, regularly reviewed and updated as required.
- 06/10/2009

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

- develop further the current system of assessment in order to identify learning priorities by clearly matching key person observations of the children's achievements to the EYFS elements; increase opportunities for parents to share in their children's records of assessment
- develop a system for staff induction and include matters such as evacuation procedures, child protection and health and safety issues
- develop further systems of self-evaluation in order to encourage a culture of reflective practice to identify the settings strengths and priorities for development to promote continuous improvement and quality.

The effectiveness of leadership and management of the early years provision

Policies and procedures required by legislation are in place. However, some are not consistently updated, for example the complaints policy does not reflect changes in legislation with regard to addressing complaints within 28 days. In addition, whilst staff appraisals are carried out regularly, systems for the induction of new staff to ensure they begin working appropriately with the children are not in place. Risk assessments are in place to ensure that potential hazards both inside and outside are minimised. Staff understand about safeguarding children and know how to make a referral should they have a concern about a child in their care.

Employment procedures are implemented, in order to protect children from harm. A visitor record is maintained and they are always supervised whilst children are present. Safe arrival and collection systems are implemented in practice and the setting is kept secure at all times.

Time is taken to plan daily routines and ensure staff deployment is effective. This information is shared with parents and carers. Partnership with parents, carers and the local primary school are purposeful. Staff and families work together to support children's development and provide continuity as children move between settings. Staff make visits with the children prior to transition into main stream school and once the new term begins, staff follow up these initial visits, taking time to see that the children are settled and supported in their new school.

The manager and staff have recently begun to implement some systems of reflective practice, such as addressing recommendations raised at the last inspection and revising how they observe, assess and plan for children's progress towards the early learning goals. Staff strive to promote an inclusive environment which respects children's backgrounds and takes account of similarities and differences. This also includes seeking parent and carer views about the services the provision offers.

The quality and standards of the early years provision and outcomes for children

Staff have a sound understanding of the EYFS and how young children learn through play. They make observations and use these to identify children's next

stage in learning, however, these are not consistently linked to the EYFS guidance to ensure that children continue to make sound progress in all areas of learning. In addition whilst members of staff talk with parents and carers about their children's day or progress, opportunities for them to share in their children's development records are currently limited. Staff plan activities which can be easily adapted to meet the differing needs of the children in their care. Children learn about similarities and differences within their setting and have some opportunities to explore the local environment or take trips further a field, such as to the zoo. These opportunities enable them to learn about the wider world.

Staff take the time each day to lay out activities and provide a well resourced setting. Attention is also paid to the outside area. Here children engage in activities on a larger scale than is possible in doors. This helps them to develop their physical skills, such as coordination, balance and learning to move safely. Children also begin to develop their understanding about how things move, for example, whilst using wheeled toys they explore how they can make them move forwards then backwards. Children use the lap top with increasing control, building on their concentration as they follow programmes, such as counting, where they identify and work out how many hens they can find in the field or which vehicles are bigger or smaller. Children learn about sounds, identifying different types of musical instrument by the noise they make. They begin to use their imagination as they explore colours, for example, creating blue, red, yellow and white paintings and mixing yellow and white paint to see what happens. Children also have the opportunity to use different textures as they mould the play dough.

Role play scenarios, such as a café provide opportunities for the children to explore their imagination as they play and decide how much the different meals will cost. Some older children are beginning to use simple phonics to write their names on their creations. They have access to books helping them to explore the printed word. Activities, such as cooking or making play dough provide some opportunities for children to explore space and measure as they weigh out ingredients, adding them to the bowl until it is full then mixing and noticing change as they blend then cook.

Children learn about staying safe, practising fire evacuation procedures and learning how to use single handed tools carefully. They develop their understanding about hygiene, washing hands at pertinent times or reminding others to do so. On the whole children behave well, taking turns and sharing resources with others. Older children demonstrate their understanding of the play group rules and boundaries, such as where they can play outside or helping at tidy up time, whilst younger ones are gently supported by members of staff. Children show that they feel safe in the setting as they move around, making their own choices about activities or toys they wish to play with and responding warmly to members of staff. Children are developing sound skills for 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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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