

# Coleman Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY389623
<b>Inspection date</b>	08/09/2009
<b>Inspector</b>	Patricia King
<b>Setting address</b>	9a Balderstone Close, Leicester, LE5 4ES
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<b>Type of setting</b>	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**

Coleman Playgroup was re-registered in 2009 as it moved into a newly built Children's Centre in the Rowllatts Hill district of Leicester. All children share access to the fully enclosed outdoor area. The provision is operated by Leicester City Council.

A maximum of 12 children in the early years age group may attend at any one time and there are currently 16 children on roll. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff employed to work with the children all of whom hold appropriate early years qualifications. Opening times are Monday to Friday 9.00a.m until 4.00p.m term time only. Children attend for a variety of sessions. Access to the group is by a ramped area.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff take care to get to know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. Positive partnership with parents, local schools and other agencies are established to ensure that all children are fully provided for and they get any additional support they need. A comprehensive range of policies and procedures is in place to support the safety and welfare of the children and staff demonstrate understanding of how to use these effectively. Efficient systems to monitor and evaluate the setting's performance secure a capacity to maintain development.

## **What steps need to be taken to improve provision further?**

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

- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development.

## **The effectiveness of leadership and management of the early years provision**

The manager is well qualified, experienced and has a positive vision which has enabled him to establish a quality service to children and their parents to meet their individual needs. He is responsible for a knowledgeable, enthusiastic leader and team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Together they have

achieved the successful transfer of the setting to new premises where children and their families have quickly developed a sense of belonging and ownership which positively promotes welfare and learning. The setting has established effective partnership with others involved in the children's lives, for example, local schools and specialist workers. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the pre-school. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey at the setting and in the home. Good systems are in place to support children with learning difficulties and/or disabilities and to ensure children with English as an additional language make good progress, for example, children's own language is used in written and verbal communications.

Robust recruitment and appraisal systems ensure that all adults working with children are suitable to do so and a commitment to training and development, informs and promotes up to date practice. A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents, how to use them effectively to safeguard children and describe clearly how to take appropriate action to report any concerns they have.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities within easy reach to promote independent choice and child led activities. A well resourced secure outside play area entices children to learn and develop in the fresh air. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. Reflective, ongoing self-evaluation by the managers and staff ensures that priorities for future development are clearly identified and acted on, resulting in a service that is responsive to the needs of all its users.

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

Children's welfare, learning and development are effectively promoted. The environment is arranged imaginatively to offer interesting play and learning opportunities and resources are stored within easy reach to promote children's independence and choice. Good systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and learning journals. However, this information is not yet used consistently to plan for individual children's next steps.

Staff have good understanding of the Early Years Foundation Stage with the help of internal and external support and training. This means they enable children to be confident and interested in their play and develop good attitudes towards learning. For example, new starters are supported and encouraged to explore and become settled and confident in their surroundings. Staff understand how children learn and spend time getting to know each child, their likes, dislikes and preferences. This means that children develop a sense of belonging as they settle into the daily routines and soon enter the pre-school confidently, anticipating and

eagerly settling into the daily programme. Children enjoy exploring and experimenting different textures and materials and use their imagination well in creative play. They are encouraged to explore, learn about the natural world, how things grow and the world around them and have hands-on opportunities to plant and cultivate vegetable and fruit crops at the setting.

Staff skilfully use daily routines, such as snack and circle time and spontaneous opportunities to promote communication and mathematical learning. They offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. They demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, taking turns, sharing and having careful regard for others. Children gain confidence to ask for help and support with an activity or the telling of a favourite story which they enjoy sharing and adding their own contributions. They are learning to show concern and care for others as they develop friendships, help each other and occasionally raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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

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

Met