

Egton Playgroup

Inspection report for early years provision

Unique reference number	400306
Inspection date	14/09/2009
Inspector	Linda Cook
Setting address	Station Buildings, Egton Bridge, Whitby, North Yorkshire, YO21 1UX
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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

Egton Pre-School Playgroup is a limited company. It registered in December 1992 and operates from four rooms converted from the old station waiting rooms at Egton Bridge Station. There is a covered outdoor play area and a garden.

The Pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 30 children at any one time. The playgroup is open four mornings a week from 9am to 12 noon and on a Wednesday from 9am to 3pm. It serves mainly the parish of Egton and Grosmont. Children also attend from a wider area if places are available. There are currently 15 children on roll. The group provide funded nursery education places for children of an eligible age and receive support from the local authority.

Six staff are employed to work directly with the children. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The positive and caring relationships developed with all children ensures they are settled and secure in the welcoming and stimulating environment. Staff know the children very well and ensure each child takes part in a range of activities which take account of their individual needs and learning styles. As a result, children make good progress in their all round development. The pre-school benefits qualified and experienced staff who are committed to improving the outcomes for children through self-evaluation and continuous improvement. Positive partnerships with parents and other providers effectively promotes continuity of care and learning in the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- ensure written risk assessments clearly identify risks and the action taken to minimise these.

The effectiveness of leadership and management of the early years provision

All the documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, consistently implemented, regularly reviewed and shared with parents. All staff are subject to appropriate vetting procedures ensuring they are suitable to work with children. Staff have a good knowledge of their roles and responsibilities for safeguarding children and access appropriate training and information to ensure their knowledge

is kept up to date. Daily checklists ensure children's safety and staff are vigilant in their supervision of the children, however, current written risk assessments do not clearly show identified risks and how these are minimised. Children are taught to be safety conscious and they show a sound understanding of how to keep themselves safe.

The staff have a secure knowledge and understanding of their roles and responsibilities, in order to promote an inclusive environment where each child is safeguarded and has a stimulating, purposeful time. Staff access training provided by the local authority to improve their practice and provision. The manager and staff meet regularly to evaluate the practice and provision and secure improvements. They have completed the Ofsted self-evaluation form which demonstrates a generally good understanding of the strengths and areas for development. Recommendations from the last inspection have been well considered and fully addressed, successfully improving outcomes for children. There is effective and efficient use of staff knowledge and deployment of resources to promote children's well-being, learning and development indoors and outdoors. The manager and staff demonstrate a commitment to sustainability through encouraging the use of recycled materials and involving the children and their families in recycling.

Positive relationships are established with parents, staff make time to chat to parents on a daily basis, keeping them informed about their child's day, their general welfare and learning. The children's records of achievement are available on the premises for parents to access at any time on request and parental observations are included in these. Parents spoken to at the inspection visit state they are very pleased with the service provided. They feel they are kept fully informed and that their children enjoy attending and make good progress in their learning and development. The Pre-school also works well with other local groups and schools where children also attend, or will be attending in the future. This promotes continuity in learning and smooth transitions.

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

Staff have a secure understanding of the Early Years Foundation Stage and offer a broad range of learning opportunities through the children's play and real life experiences. Planning is based on continuous provision and incorporates very effectively the six areas of learning which supports children's good progress towards the early learning goals. Regular observations ensure individual children's learning needs and styles are recognised and their next steps planned for to maximise their learning. The stimulating environment which is very well resourced indoors and outdoors is organised effectively to be accessible to all children and develop their independence as they choose activities and select resources. Children's work is displayed promoting pride in their achievements and a sense of belonging.

Children are happy and settled and participate eagerly and with enjoyment in a safe, welcoming and stimulating environment. They develop positive relationships

with staff and are relaxed and settled. They separate well from parents, even those who have only attended for a short time, and soon become engrossed in their chosen activity. They are forming friendships with their peers playing cooperatively, and clearly enjoy each others company. Staff are skilful at supporting and extending children's play and learning as they play alongside them and use effective questioning and dialogue. Children develop their language skills as they chat to staff and each other. Staff support children with English as an additional language as they speak clearly and use gestures to aid communication. Children have access to a very wide range of books which they can access independently and have many opportunities for mark making in their play indoors and outdoors. They have opportunities to count, problem solve and explore volume and capacity in their everyday play. Children's creativity is supported through their access to a wide range of art and craft materials and opportunities for role play. They learn about the world around them and enjoyed a visit to the farm next door where they saw the ducklings and picked fruit, vegetables and flowers from the garden. The superb outdoor facilities are used daily by the children which they can access freely for most of the session. They have ample opportunities to be active and improve their skills of co-ordination, control, manipulation and movement as they use the wide range of outdoor resources. Access to a computer and interactive toys enables them to explore information technology and develop skills for the future.

Children develop a clear understanding of how to keep themselves safe, they regularly practise emergency evacuations, discuss safety with staff when on outings and follow their instructions. They become independent in their personal care and are reminded by staff to wash their hands at appropriate times during the day. Snacks are varied and nutritious and include fresh fruit. The pre-school has recently introduced a lunch club in partnership with two local schools. One day a week children have the opportunity to enjoy a cooked meal transported from one of the two schools in a heated container provided by the education authority. Snack and meal times are social occasions when children sit in small groups and are supported by staff.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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