

Silverhill Playgroup

Inspection report for early years provision

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Inspector Alison Weaver

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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.

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Description of the setting

Silverhill Playgroup opened in 1964. It operates from a church hall in St Leonards-on-Sea with access to a large hall and three smaller rooms. The group opens five days a week during school term times. Sessions are from 9.00am to 3.00pm on Mondays, Wednesdays and Thursdays. On Tuesdays and Fridays sessions are from 9.00am to 12.30pm. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 30 children under eight may attend at any one time. There are currently 63 children on roll in the early years age range. Children come from a wide catchment area. The setting currently supports a number of children with special educational needs and/or disabilities.

The setting employs eight staff. There are six staff, including the manager, who hold appropriate early years qualifications. There are two staff working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting shows a strong commitment to ongoing review of their practices in order to continually improve outcomes for children. Staff work very well as a team and provide the support and care that is needed to help every child make progress in their learning and development. Effective links with parents help ensure that individual children's welfare needs are identified and met. As a result, children are happy, well occupied and enjoy their time in the setting.

What steps need to be taken to improve provision further?

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

- develop the use of the observation and assessment system to more clearly identify and track the next steps for individual children's learning and development in order to help ensure that all make progress
- continue to develop opportunities for parents to contribute to children's learning and the observation and assessment processes
- develop more opportunities for children to select resources independently.

The effectiveness of leadership and management of the early years provision

Staff show a good awareness of their role in safeguarding children and there are appropriate procedures for reporting any concerns about a child. The robust recruitment procedures also help protect children by ensuring that all staff are

suitable to work with them. Security is given a high priority and good risk assessments are carried out on a regular basis to make sure that all potential risks to children are minimised effectively. Staff supervise children well both indoors and outdoors. The required documentation to help ensure the welfare of children at all times is in place and well maintained.

Staff work in close partnership with parents. They provide a wide variety of helpful information to parents about the setting and about their child's progress. They are encouraged to share their own observations about their child but the opportunities for them to contribute to the formal assessment process are not fully exploited. The views of parents about the setting are regularly sought and any suggestions are acted upon. Staff also make excellent use of 'Tickle' the puppet to get children's views.

Good links are being built with other providers and professionals, particularly for those children with additional needs. The setting works hard to ensure that all children are fully included and their needs are met within the group. As a result of some excellent planned activities, children learn to respect differences and care for others.

The staff team is very focused on reviewing and developing their practices. Ongoing training is encouraged and regular staff appraisals help ensure that individual staff continue to develop their knowledge and skills. The staff make good use of regular quality checks and self-assessment to identify areas for improvement and to create action plans to address any weaknesses. Children benefit from the improvements that are being made.

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

Staff work very closely with parents to help children settle into the group. They make good use of the form completed by parents about a child's abilities when they start in the setting. As a result, children arrive happily and are unconcerned when parents leave them in the safe, friendly and caring atmosphere. Children form good relationships with adults and with their peers. Staff make excellent use of puppets to help children understand and deal with their feelings and emotions.

Children's independence is actively promoted as they are encouraged to dress themselves when going outside and make their own decisions about their play. They often create their own activities with staff encouragement. For example, they start playing with dressing up clothes and then use their imagination to create a bonfire night scenario. Children are able to ask for alternative resources but there are few ways in which they can select them independently.

Children thoroughly enjoy the opportunity to decide for themselves whether to play indoors or in the outdoor area for most of their time in the setting. Children who like more boisterous play are able to develop their skills outside and often take activities out with them. Those who prefer to play quietly and in smaller groups are able to do so. Staff take great care to give more individual attention and to do

extra activities with those children who need more support in developing their confidence and social skills. This results in secure, confident children who have good communication skills. Children's individual likes and dislikes are taken into account when doing activities. For example, staff adapt the cornflour activity for a child who initially doesn't like the feel of it so that she can be fully included and enjoy it.

Staff regularly observe and assess children in order to help them develop. They plan a broad and balanced curriculum that covers all areas of learning in fun and interesting ways. They get to know their key children well and help extend them as they play and as a result children make good progress. However, the next steps for individual children are not always clearly identified in the formal assessment process to fully ensure that children are being appropriately challenged and moved on in their learning.

Children show a very good awareness of how to keep themselves safe. This can be seen as they make suggestions to the adults as to how they can safely play outside with sawdust on a windy day. They learn about how other people help them stay safe as they have visits from a police officer and go on outings to the fire station and lifeboat station. They learn about road safety as they go with an adult to help buy the milk from the local shop. They do transport surveys where they count the various vehicles and discuss safety issues together.

Children's health is promoted effectively in a clean environment where effective hygiene procedures are carried out. Children are encouraged to eat healthy meals and snacks and have easy access to drinking water. They learn about how to stay healthy when the dental nurse visits the setting.

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