

# Marygate Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	321497
<b>Inspection date</b>	09/11/2009
<b>Inspector</b>	Christine Tipple

<b>Setting address</b>	Clifton Methodist Church, Clifton, York, North Yorkshire, YO30 6AL
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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.

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## Description of the setting

Marygate Playgroup has been registered for approximately 40 years. It operates from the first floor hall in the Methodist Church near Clifton Green close to the centre of York. The hall is accessed by stairs with the provision of a stair lift. The playgroup is managed by a voluntary committee. The playgroup have no direct access to outdoor facilities but other opportunities are provided through the year. Children attend from the local and wider community.

The playgroup is registered to care for a maximum of 25 children aged from two years to under eight years at any one time, no more than 25 children may be in the early years age range. There are currently 33 children on roll of whom all are in the early years age group. The playgroup is also registered by Ofsted on the compulsory Childcare Register.

The playgroup opens Monday, Tuesday and Thursday and sessions start at 9.20am until 12.20pm. On Friday the session is from 9.20am to 12.20pm and children can attend the lunch club and an afternoon session which finishes at 3.20pm. The playgroup operate term time only.

There are three staff who work directly with the children, of whom all hold early years qualifications at level 3. A voluntary parents rota is in place. The playgroup is a member of the Pre-School Learning Alliance and the Clifton and Burton Green Early Years Partnership group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are made welcome and are settled at playgroup due to the staff's caring approach and relationships with the children. Staff know individual children's needs and interests well, which overall contributes to their ongoing learning and enables children to make suitable progress. Children are safe and secure and their welfare is effectively supported by the staff. The partnership established with parents is positive and most information is made available to them. Some partnerships with other agencies are in place and are effective in meeting children's needs. Staff work together to evaluate their practice and provision at playgroup. This is clear in identifying areas which need to improve and be developed further. This has resulted in funding being secured for the development of an outside area for the children.

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

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

- develop further the partnership with parents to enable them to contribute to their child's continuous learning and development; to extend links with other

providers which promotes a shared approach for children when moving on to other settings.

- improve the organisation and access to resources for the children throughout the session, to enable a more purposeful environment which links more effectively to all areas of learning
- extend the information provided in relation to the recruitment of staff and staff roles; to develop the working partnership of staff and the management committee in the ongoing operation and development of the playgroup.

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

The staff have recently updated their safeguarding training to ensure their knowledge remains up to date. This is reflected in the detailed policy and procedures which ensure children's ongoing welfare is protected and the relevant agencies are clearly listed. The information for the recruitment of staff is outlined in the staffing policy. However, the details for the staff positions and roles, and the induction process are not sufficiently detailed. The relevant procedures for checks to ensure suitability of staff are established and carried out appropriately. The appraisal of staff and a relevant record of this process is provided and further appraisals are to be reintroduced. The playgroup's risk assessment is recorded for all areas of the provision along with levels of risk; these are reviewed along with all the playgroups policies and procedures. Additional assessments are completed for all outings and for any changes to the premises.

The staff have worked at the playgroup for a number of years and this consistency is reassuring to children and parents. The voluntary management committee change on a yearly basis. This, on occasion impacts on the partnerships developed with the staff and the overall operation of the playgroup. The staff support children's individual needs and this includes ensuring information is provided, such as for families where English is an additional language. The playgroup develops reasonable links with the community, to invite visitors, such as the emergency services and other support agencies. The staff work positively together in completing their self-evaluation. This provided a useful approach which enabled them to fully assess all areas of the provision, and helped to identify areas where further improvement and development is required. The playgroup has been successful in their bid for a grant to develop an outside area and to purchase a computer and digital camera for the children. The varied range and selection of resources are sufficient to provide for all areas of learning for the children. The staff set up and clear away each day all the equipment and resources provided which is due to the restrictions of the premises and facilities. However, the organisation of the space is not always effective to ensure the resources and equipment provide an ongoing purposeful environment, to enable children access to a range and selection of resources throughout the session, which fully promote and extend the areas of learning.

The partnership with parents is appropriate and information is sought at registration. Details are provided by parents on their child's interests and routines which enable staff to provide the support each child requires. Children are

allocated a key person and this is shared with the parents. Daily opportunities are in place for parents to talk with the staff and the notice board offers other information. Children's individual learning files are available for the parents on request, but this does not fully engage parents to be more informed on how they can contribute to their children's ongoing learning and development. The working partnerships with other agencies within the community works well in supporting children as required. The speech therapist and health visitor have attended playgroup as part of their role. The links with schools is more difficult as children attend from other areas in the city. Local links are established through the early years partnership group. However, this does not yet provide a more effective shared approach to transitions for the children when moving on to school.

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

Children are happy to come into playgroup and they settle well. The staff engage positively with all the children. They observe and assess the children in their key group on a regular basis. Each child has their own file which provides a range of suitable information and examples of what the children do and the learning taking place. Staff use this information to identify each child's next steps to progress, which is taken forward in the planning. This provides the children with an appropriate range of learning experiences which support and assist them to develop their confidence, independence and self-assurance. Children enjoy the social aspect of the group and in making friends. Staff reassure and respond effectively to the children's needs and support them in developing their skills. Children enjoy the role play and small world areas which enables them to express themselves and extend their imagination. The range of construction materials is well used by the boys, but the organisation of the session does not always extend this more effectively. Children have daily opportunities to be physical and use a range of equipment. These support the children to climb, balance and have music and movement. There are sit on ride toys and various group games. Overall, the space and facilities enable the children to be active and physical in their play. Behaviour is managed appropriately and the children respond well to the staff. The routines and expectations sometimes are a little hurried due to how the session is managed. Children play well together and through these relationships develop their skills to share, use their manners and be aware of others which is promoted by staff.

The access to books is suitable and children enjoy stories whether in a group or one to one. Staff talk with the children and ask open questions to encourage them to respond and talk about what they are doing. Children use their name cards to register daily and there is a sufficient selection of writing tools and mediums for the children to mark make with. Children have opportunities to count and be familiar with numbers through their play. The children use group games, such as 'what time is it Mr Wolf' and to count how many steps to take which they enjoy taking part in. There are resources which use a dice to promote counting, such as lotto and snakes and ladders. The children use scales and explore and identify shapes through jigsaws. Children develop their knowledge and understanding of the world through a sufficient level of information and resources provided by the

staff. The children bake and grow seeds and plants in pots as there is no direct outdoor space. The children have opportunities to collect insects and worms which they investigate. The range of creative resources for the children is sufficient. These enable them to develop their ideas by using and having access to various mediums and materials to build and make their pictures with. This includes collage, painting, chalks and junk modelling. Children self-select tools, such as scissors and glue to assist them with their pictures.

Children have daily snacks provided and these promote a selection of healthy choices for the children. This supports them in their understanding about keeping healthy through what they eat and to be active. The provision for the children to manage their personal care is positive and the children know to wash their hands particularly after using the toilet. Clear information is provided through the health policy on minimising cross-infection and the relevant exclusion periods required. Staff practice with the children the evacuation procedure as they are on the first floor, and this is timed and recorded. Children help to take responsibility to tidy up after each session. Being safe and learning about crossing the road are supported through specific activities provided by staff and the emergency services. The seeking of a grant to provide a computer and other information technology equipment demonstrates the staff's understanding of the importance for children to develop these skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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**

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

Met