

Piglets Playgroup

Inspection report for early years provision

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| Unique reference number | EY260057 |
| Inspection date | 16/10/2009 |
| Inspector | Karen Marie Tervit |

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| Setting address | Cheviot Crescent, The Old Canteen Community Centre, Billingham, Cleveland, TS23 2PR |
| Telephone number | 01642 555762 |
| 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

Piglets Playgroup was registered in 2003. It is a privately owned facility operating from The Old Canteen, Community Centre in Billingham. The playgroup operates from two rooms, within the centre. There is also an enclosed outdoor play area. The premises are located close to the centre of Billingham. The group serves the local and surrounding areas.

The group is open four days per week Monday to Thursday and sessions run from 9.15am to 11.45am, during school term only. However, they also open during the Easter holidays and for four weeks during the summer holidays. Children attend for a variety of sessions.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is registered to care for a maximum of 32 children under 8 years old at any one time. They currently have 44 on roll, all of whom are in the Early Years age range. There are systems in place to support children with English as an additional language and children with learning difficulties and disabilities.

The group employs six members of staff, all of whom hold an appropriate early years qualification. The group receive support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The owners and staff work closely together as a team, successfully promoting children's welfare, learning and development through recognising and supporting the uniqueness of each child. Their welfare is further supported by a wide range of effectively used, mostly up-to-date policies and procedures. Children enjoy their time in the playgroup, both indoors and outdoors and make good progress towards the early learning goals. Links with parents and carers are good and the setting tries to involve them in their children's care and education. Effective systems for monitoring and evaluating the quality of the provision result in the capacity to maintain continuous improvement being good.

What steps need to be taken to improve provision further?

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

- review policies and procedures to ensure they reflect current practices
- further develop parent's contributions to their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well within the setting. Written risk assessments are in place for all areas of the community centre and staff check all areas accessed by children each morning. Staff have a clear understanding of their responsibilities in the area of child protection. There is a named staff member for safeguarding and detailed procedures are in place. All staff are aware of the procedures to follow should there be any concerns regarding a child's welfare and information is readily accessible. Appropriate vetting procedures are carried out for all adults who have contact with children. Two members of staff hold current first aid certificates, so children are well protected in the event of a minor accident. A wide range of policies and procedures, which further support children's welfare, are in place and used effectively, however, some of these need updating to reflect current practice.

The owners show a good commitment to the professional development of their team, encouraging training in all areas. Regular staff meetings and individual appraisals play an integral part in the continual self-assessment of the setting. Staff are given the opportunity to feedback to the team about training they have attended and are encouraged to bring new ideas to influence practise. Recent developments include improvements to the outdoor environment making it an exciting learning area. Good progress has been made in addressing the recommendations from the last inspection. For example, the risk assessments now ensure all hazardous substances are stored safely and inaccessible to children and the medication policy now includes clear consents from parents to administer medicines. Procedures are now in place to ensure that children who speak English as an additional language are well supported.

Resources, space and staff are well deployed. Higher than required staffing ratios offer children very good support. Good use has been made of the two rooms, providing a wide range of activities and play opportunities for children to independently access, that cover all six areas of learning within the Early Years Foundation Stage. The smaller room is often used to help new children settle in a cosier environment before moving onto the larger room as their confidence develops. The staff work hard to provide an exiting and inviting environment even though everything has to be set out at the beginning and cleared away at the end of each session. Colourful posters and examples of the children's work are displayed. This results in children entering the setting with enthusiasm and interest, keen to get involved in an activity of their choice. Staff are committed to providing an inclusive environment, and although currently there are no children on roll with any special educational needs and/or disabilities, they do have previous experience and suitable links are in place with other professionals.

Partnerships with parents are good, with staff ensuring they keep them informed about their children's development and achievements. Opportunities for parents to make comments and add information in relation to their children's learning journey are encouraged by staff but have not yet been sufficiently implemented. Information is shared with parents on a daily basis. As well as sharing children's learning journeys, they also have access to a informative notice board, receive a

detailed information pack and newsletters throughout the year. Comments from parents are positive, they state that staff are very approachable and that their children are happy and settled. Staff show a good awareness of the importance of developing effective links with other providers of EYFS to ensure continuity of care.

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

Staff work closely with their individual children implementing effective systems to enable them to progress well. They have good knowledge of the Early Years Foundation Stage learning and development requirements, and planning is in place to ensure that all areas of learning are covered and is based upon children's interests. For example, children who are interested in facial features are encouraged to make their own faces out of play dough. They make good use of individual files to record lively observations of the children, along with examples of their work and photographs. Successful systems are in place to identify next steps and ensure these are effectively used to inform planning for individual children. As a result, staff know children well and enable them to make good progress towards the early learning goals.

Children take great pleasure in exploring the outdoor environment in all weathers. They enthusiastically explore the hidden den under the large tree for bugs, using their magnifying glasses as they turn over the logs. They thoroughly enjoy posting the balls down the guttering pipes and watching them roll. They are learning to negotiate space well as they follow the painted lines with their wheeled toys or use the stepping stones to get to their chosen activity. They eagerly make marks, using the large marker pens on the wall mounted white boards in the pagoda. Indoors children freely access books and stories in the comfy book area. Staff sit with them as they listen attentively to stories. They enthusiastically join in with simple songs and rhymes. Children confidently approach adults and involve them in their play. Children are developing a sense of responsibility as they return play materials to where they belong after they have used them. They receive good opportunities to develop their imagination in the ever changing role play area or be creative in the messy area where they can freely choose to paint or play in sand and water. They learn to count as part of the daily routines and explore volume and capacity through sand and water play. A variety of small world resources, posters, dressing up and planned activities helps to raise children's awareness of diversity. They are beginning to develop their information communication and technology skills, as they access simple programmes on the computer. This helps children to develop skills for the future.

Children's welfare is promoted well. They demonstrate a good understanding of the importance of good hygiene and a healthy lifestyle through consistent daily routines, such as washing their hands before they eat and after using the toilet. Staff act as good role models and children delight in timing staff to see how long it takes for them to wash their hands before serving snack. Staff and children sit together chatting as they enjoy their healthy snack. Children enjoy helping to tidy up, especially when going outdoors and through the positive role models provided by the staff they are learning to share and take turns. They receive lots of praise

and encouragement throughout the session. Staff are proactive in helping children to understand how to keep themselves safe, for example, reminding them to be careful when moving around the indoor and outdoor areas.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

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? | 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 | 3 |
| 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 | 2 |
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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 | 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

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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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