

# Slip End Playgroup

Inspection report for early years provision

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**Inspector** Sarah Fletcher

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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*.

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## **Description of the setting**

Slip End Playgroup has been open since 1992 and registered with Ofsted in 2001. It operates within Slip End Village Hall, which comprises of a large hall, adjacent kitchen area and toilets. There is a public play area outside, which is used under close adult supervision. The playgroup is registered on the Early Years Register and is open during the school term, caring for a maximum of 24 children in the early years age group, with 20 children aged from two to five years currently on roll.

The playgroup is open on Monday, Tuesday and Friday mornings, from 9.30am until 12.30pm, and on Thursdays from 9.30am until 12pm. The playgroup offers a lunch club on demand until 1.30pm on the longer sessions. The group is run by a committee of parents and there are three members of staff, who all hold early years qualifications to at least level 2.

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

Overall the quality of the provision is satisfactory.

Staff meet children's needs routinely by getting to know the children and providing a relaxing and friendly environment where they can play and learn together. Children are mostly safeguarded and benefit from the well established two-way communication system between staff and parents, which provides a range of appropriate information and daily discussions on arrival and collection to maintain continuity. Staff offer support to all children and help them feel welcome, regardless of their family background, race or gender. They are keen to improve the quality of children's care and learning and are taking positive steps towards self-evaluation.

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

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

- improve assessment systems to monitor and evaluate each child's progress towards the early learning goals effectively, including identifying their individual next steps and linking these into forward planning
- develop the planning of children's activities to offer sufficient challenge and include details of the intended area of learning, demonstrating how the activity will meet the needs of each child
- develop systems for risk assessment to include all areas and equipment children use indoors and outside

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

Staff take positive steps to ensure they safeguard children, keeping the premises child friendly and maintaining ratios carefully. Effective entry systems protect

children from unvetted adults and systems for checking the suitability of adults looking after children are efficient. Staff maintain daily checks to promote children's safety, allowing them freedom to move around in the secure environment. Some risk assessments are in place to reduce potential hazards and dangers; however, staff have not yet addressed risks and hazards of all areas and equipment children access, indoors and outside. Staff have a secure knowledge and understanding of safeguarding children, gained from both their qualifications and recent training courses to promote outcomes effectively at all times.

Children's quality of care benefits from the group's written policies and procedures, which are known to staff and shared with parents on request. Records for individual children are suitably maintained and written permissions from parents are obtained routinely at registration. Attendance is recorded appropriately and information regarding children's accidents is shared with parents in confidence. Parents are supportive of the group and are happy with the care and learning their children receive. Information about the setting and practice is on display, with termly meetings for parents to provide opportunities for discussing children's achievements and progress. Staff assess their practice through a system of self-evaluation towards improvement, using additional support and guidance from their Early Years advisors. They have addressed some areas for development over recent months and are in the process of further analysis.

Children are able to select from a wide range of quality toys, resources and equipment to aid their learning and development. New children are individually welcomed and most settle with relative ease, as they get to know staff and their peers. Children access a wide range of resources to aid their learning of the wider world. For example, a large selection of books, including dual language copies, various cooking utensils from differing cultures, disability play figures, dolls with coloured skins and different gender, and a variety of puzzles. Children learn more about the wider world through activities to celebrate festivals, such as Diwali, Chinese New Year, Easter and Christmas. Parents are invited to share their family backgrounds with the children and some have kindly brought examples of their food and traditional gifts to share with each child.

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

Children are aware of basic hygiene routines, using the bathroom and tissues independently, with occasional reminders to wash their hands before snacks to avoid cross infection. Food and drink is consumed socially as children sit together and chatter about their lives. Snacks offer healthy choices, such as a variety of fruit pieces and crackers, toast or cereals. Lunchboxes are supplied by parents and stored appropriately. Children have daily opportunities for physical exercise indoors and during outside play. Ample space allows children the freedom to use the toys, resources and play equipment as they choose, or to play quietly alone or with friends. Staff are on hand to support them as they play or join in with activities, forming positive relationships with both adults and their peers.

Children are making progress in their learning and development and receive

positive praise for their efforts and achievements. Staff implement the Early Years Foundation Stage (EYFS) framework and are making some observations and assessment of children's progress. However, the current system of assessment does not always monitor and evaluate each child's progress effectively, or identify their next steps of learning and link these into forward planning. Children have opportunities to recognise letters of their own name through regular use of laminated namecards, which are used for self-registration on arrival and children are invited to find again at each snack time. This reinforcement results in some of the youngest children and most of the older ones becoming familiar with letters of their name and identifying their own namecard successfully.

Children learn to handle books appropriately as they relax with staff in the book corner, reading stories together. They help children identify pictures and increase their vocabulary as they read, enabling children's listening skills and their communication. Staff help children assemble floor puzzles and then take a photograph when the child has managed to complete the puzzle successfully, with an abundance of positive praise for all efforts. Staff plan and provide a wide range of resources to aid children's learning. However, activity plans do not always offer sufficient challenge, include details of the intended area of learning, or demonstrate how the activity will meet the needs of each child. A role play area enables children to use their imagination well. For example, staff join children playing with hospital resources, which rapidly changes into hairdressers for the staff's 'haircut', then returns to being a hospital again, where staff and several children end up with bandages applied to each other, as they have 'banged' heads.

## 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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	2
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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