

Sunshine Playgroup

Inspection report for early years provision

Unique reference number	219999
Inspection date	02/12/2009
Inspector	Sarah Measures

Setting address	The Pavillion, Recreation Ground, Dunkirk Avenue, Desborough, Northamptonshire, NN14 4RG
Telephone number	01536 763169
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

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Description of the setting

Sunshine playgroup opened in 1992. It operates from the pavilion community centre located within the recreational ground in the town of Desborough. The playgroup serves the local area and there is disabled access. Children have access to a main group room, toilets and a small enclosed outdoor area. The playgroup is registered on the Early Years Register to provide 26 places for children aged between two years and five years. The setting supports children with special educational needs and/or disabilities. Children attend a variety of sessions each week. The playgroup opens five days a week during school term times. Sessions are from 9.00am to 11.30am and from 12.30pm to 3.00pm.

Eight full and part time staff work with the children. Five staff hold appropriate early years qualifications. The group receives support from the Local Authority and has links with several local schools and nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Policies and procedures do not meet the welfare requirements and make sure that children are safeguarded which means that overall the provision for children is inadequate. However, sound policies and procedures are in place to support children's learning and development. The setting is establishing an evaluative system of self reflection in order to secure continuous improvement, however, this does not currently significant identify gaps in the provision for keeping children safe. Manager's demonstrate an ability to improve and are committed to meeting the individual needs of the children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure that Ofsted is notified of any changes to the individuals who are members of the committee that represent the governing body (Suitable People) 31/12/2009
- make sure that all staff understand and can effectively implement the safeguarding children policy (Safeguarding and promoting children's welfare). 31/12/2009

To improve the early years provision the registered person should:

- improve the information shared with other providers that also deliver the

Early Years Foundation Stage framework in order to plan effectively to meet each child's individual needs.

The effectiveness of leadership and management of the early years provision

Overall, children are not safeguarded. This is because not all staff working directly with the children are sufficiently familiar with child protection issues and with referral procedures. This is a breach of requirements and means children are not fully protected. Suitable vetting takes place to ensure all staff are suitable to work with the children. However, the setting does not keep Ofsted informed of any changes to committee members that make up the registered body governing the provision, in order to meet with requirements and to ensure appropriate suitability checks are always completed. This is a further breach of requirements and potentially impacts upon children's ability to stay safe. Suitable systems are in place to ensure children are safely collected by appropriately identified persons. The setting shares information with parents as to how to make a complaint, including how to contact Ofsted if they wish in order to promote an open and transparent provision.

The premises is secure and the arrival and departure of the children is safely monitored. Risk assessments are conducted across the provision in order to identify and minimise hazards to children in and out of the setting. Toys, equipment and activities are organised so that they promote children's independence and make them feel welcome. Displays and resources effectively represent difference and diversity and promote an inclusive environment for the children. Suitable systems are in place to support and monitor children with special educational needs and/or disabilities.

Various methods are used to drive forward improvement. For example, the setting works closely with local authority advisors and seeks the views of parents and staff in order to plan for improvement. However, improvement plans do not identify where requirements are not being met. Staff work co-operatively with parents in order to get to know children as individuals. Ongoing communications inform parents as to how their children have been at the setting and well presented assessments of children's progress are shared with parents as they wish or at organised parents' evenings. There is currently no system of sharing children's progress with all other settings that are involved in their care and education, that also deliver the Early Years Foundation Stage Framework. This does not enable all settings to plan cohesively to meet children's individual needs.

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

Children arrive, settle well and are keen to take part in the range of suitable activities planned for them in and out of doors. Children benefit from regular opportunities to take part in a variety of physical and other activities as they choose to play out of doors if they wish. They show independence as they choose

freely from activities appropriately planned to cover all areas of their development. They develop secure relationships with staff who observe them in order to assess their progress and plan for the next steps in the development. Methodical planning linked to children's observations ensures children make secure progress towards the early learning goals. Children learn about their local community as they go on walks looking for numbers and letters and they have recently visited the church to see the Christmas trees. Different cultural celebrations are included within planning in order to help children to value and appreciate different beliefs and ways of life.

Children show independence during playgroup routines, for example, as they wash their hands before snack and serve themselves. They are encouraged to consider their own health and bodily needs, through staff discussions that help them to think about what clothing they may need if they want to play outside. Staff discussions help them to be responsible and to consider the consequences of their actions. Children enjoy group songs and activities, they listen with interest and communicate in different ways as they use sign language and join in with familiar songs and stories. Children take part in practical fun activities that help them to understand mathematical concepts. For example, they look at 'Goldilocks and the three bears' and count and compare size. They work out how many children are allowed at certain activities.

The ability for children to be safe is impacted by the welfare requirements not being met. Children are not protected if all staff do not know how to recognise and refer any possible child protection concerns. Their ability to stay safe may also be affected if Ofsted are not kept informed of all changes to the committee.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
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	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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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