

Broughton Under Fives Association

Inspection report for early years provision

Unique reference number 220031
Inspection date 30/11/2009
Inspector Andrea Ewer

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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.

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

Broughton Under Fives Association is a committee run playgroup, which operates from Broughton village hall. Children are cared for in the village hall and have access to a small kitchen and toilets. They also have use of the surrounding field for outdoor play.

The playgroup opens five mornings a week during school term-times and accepts children from the age of two-years-nine-months. Sessions operate from 09.15 to 11.45. There are currently 23 children on roll, this includes some funded three and four-year-olds. The playgroup supports children who have special educational needs and/or disabilities and children who are learning to speak English.

There are four core staff who work with the children, all of whom hold an appropriate early years qualification. The playgroup is affiliated to the Pre-School Learning Alliance and has been awarded a certificate by the Early Years Childcare Partnership as part of their quality strategy scheme. The group also have good links with the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children attending the playgroup are not fully safeguarded because procedures are not effective and written policies lack significant information. Children do, however, really enjoy their time in the playgroup and overall their individual needs are met very well. Generally good partnerships with parents contribute effectively to a continuous approach to children's welfare and learning and the playgroup is starting to develop partnerships with other settings children attend. They are starting to use self-reflection as a tool to identify their strengths and priorities for improvement in order to improve outcomes for children and maintain continuous improvement.

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:

- improve the policy on safeguarding children to include a procedure for allegations made against a member of staff (Safeguarding and welfare) 30/12/2009
- keep a record of information used to assess staff suitability including unique reference numbers of criminal records bureau checks and the date on which 30/12/2009

they were obtained and ensure they are available for inspection at all times (Suitable people)

- improve safeguarding procedures by ensuring the designated person for safeguarding children attends up to date training to make sure procedures are carried out correctly and to enable effective support to staff (Safeguarding and welfare)

30/06/2010

To improve the early years provision the registered person should:

- identify a member of staff to take responsibility for behaviour management and ensure they are supported to acquire the skills to provide guidance to other staff and to access expert advice where ordinary methods are not effective with a particular child
- ensure every child receives an enjoyable and challenging learning and development experience tailored to meet their individual needs and value linguistic diversity, by developing opportunities for children who are learning to speak English to use their home language in their play and learning
- ensure the special educational needs co-ordinator has a clear understanding of the role and responsibilities by using training made available by the local authority and other sources
- develop the use of self-evaluation to clearly identify strengths and priorities for development to further improve outcomes for all children and take account of children and parents views.

The effectiveness of leadership and management of the early years provision

Children in this setting are not fully safeguarded. Although staff have a satisfactory understanding of the signs and symptoms of child abuse, the safeguarding children procedure does not include a procedure for allegations made against a member of staff and the designated person with responsibility for safeguarding children has not attended any recent training to support her to carry out the role effectively. Additionally, they were unable to provide evidence that criminal records bureau checks have been carried out on staff, as part of vetting procedures, to ensure they are suitable to have regular contact with children. This is a breach of specific welfare requirements. Effective measures are in place to minimise potential hazards and keep children safe. The written risk assessment supports the visual checks carried out daily and effective measures are in place to reduce the risk of accidents. For example, access to the premises are closely monitored by staff to prevent unknown visitors entering unsupervised and staff are deployed effectively to ensure children are properly supervised at all times both indoors and outdoors.

Most records, policies and procedures required for the safe and efficient management of the setting are in place, shared with parents appropriately and inclusive for all who attend. These include a daily record of children's attendance and policies on behaviour management including the statement on bullying, confidentiality, complaints and parental involvement. The setting is starting to use self-evaluation as a tool to identify their strengths and priorities for improvement

and takes account of staff's views. They have made use of the Ofsted self-evaluation form which is updated to take account of targets that have been met and staff attend meetings with other settings to share good practice. It does not, however, identify some significant issues and has too little impact on children's welfare. For example, the designated member of staff with responsibility for behaviour management and the playgroup's Special Educational Needs Coordinator, have not attended training to support them to carry out their roles and provide effective support to other staff.

The development of most children in relation to their starting points and capabilities is good because staff have a good knowledge of each child's background and needs. Activities are equally accessible to all children including boys and girls and may at times be adapted to meet the needs of children who have special educational needs and/or disabilities. Staff are not always proactive in supporting and valuing linguistic diversity for children who are learning to speak English. Partnerships with parents further contribute to an inclusive environment for children. Useful information is obtained about children that supports staff to meet their individual needs and the regular two way sharing of information about children promotes a consistent approach to their care and learning. Meetings are held each term to share children's development records and parents are invited to contribute by sharing what they know about their children including any new achievements. Parents views are actively sought through questionnaires and newsletters keep them fully informed about the setting. The playgroup is starting to develop partnerships with other settings involved in children's care and learning.

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

Children make good progress in their learning and development and enjoy their time in the playgroup. They share friendly relationships with well established, motivated staff who support their learning well. Staff have a secure understanding of the Early Years Foundation Stage and implement it confidently to promote children's learning. Children become active, inquisitive learners as they purposefully engage in the wide range of stimulating activities that meets their play and development needs well. Sensitive observations are carried out regularly on all children and shows their progress towards the early learning goals. The next steps are clearly identified and the information is used to inform good quality planning for individual children which effectively supports them to make good progress as they learn through their play. Children play well both independently and with their peers. They have many opportunities to become independent during each session. For example, children choose when to have their snack at the rolling snack bar and wash their plate and cup when they finish. Children are making good progress in communication, language and literacy. They make themselves comfortable in the cosy book corner where they look at books for enjoyment and listen to stories with interest. They gain a very good understanding that print carries meaning as they find their name card and many children sound out the letters of their own and their friends names. Children readily access mark making materials where they develop their small muscles and many children are able to write their own name. Problem solving, reasoning and numeracy are effectively

bought into everyday practical activities. Children spontaneously count how many times they jump on the trampoline, start to understand volume and capacity as they pour sand and water into the various sized containers and make a house using the wooden squares and triangle shapes. Children are developing skills for the future. They have many opportunities to find out how things work as they frequently use the keyboards, old telephones and listen to songs and rhymes on the tape recorder using headphones. Records show they use microscopes to observe insects and collect leaves during walks which gives them an understanding of the natural environment. Children observe change as they play with ice and talk about it melting and they plant flowers for Mother's Day and care for them as they grow.

Space, furniture and equipment are well-organised overall and create a welcoming and fully enabling environment where children move around freely. Children have free access to activities that develops their physical skills both indoors and outdoors. Staff set out activities imaginatively to encourage children to access areas of the curriculum they would not normally do. For example, boys actively engage in mark making and imaginative activities in the area set out as a petrol station. Children's good health is promoted very well. They enjoy healthy snacks that contribute well to their healthy growth and development and confidently help themselves to drinking water which is readily available to them at all times. They develop simple good hygiene practices as part of daily routines, such as washing their hands at appropriate times which helps to reduce the risk of cross-infection. Records that support staff to maintain children's good health include details of their special dietary requirements and medical conditions, written consent to seek emergency medical treatment or advice, accident and medicine records.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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

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	3
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