

Glen Street Play Provision

Inspection report for early years provision

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Inspector

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Setting address

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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.

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Description of the setting

The Glen Street Play Provision opened in 1986 and operates from rooms on two floors within The Glen Street Rooms, which is a Leicester City Council Building in the Belgrave area of the city. The first floor of the building is accessed by stairs and not currently used. The ground floor of the premises can be easily accessed by all children and there is a secure outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 35 children at any one time. There are currently 42 children aged from two to 12 years on roll, of whom 24 are within the early years age group.

The setting is open each weekday throughout the year, except for bank holidays, offering various childcare sessions from 7.00am to 6.00pm. Currently, the playgroup is open each weekday from 8.30am to 11.30am and 12.00pm to 3.00pm during term time only. An out of school club opens each week day from 3.00pm to 6.00pm during term time and each weekday during the school holidays from 8.30am to 6.00pm.

The setting is in receipt of nursery education funding. Children come from the local community. The setting currently supports a number of children with special educational needs and all of the children speak English as an additional language. The setting employs seven staff, all of which hold appropriate early years qualifications and one member of staff is working towards a higher level qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the setting and make good progress because staff plan a range of activities and experiences that help to promote their learning and development. Some activities are not always used effectively to support older and more able children to use initial sounds and letters. Most personal information about the children is in place. The setting informally checks the ongoing suitability for staff to work with the children. Good partnership working with parents and outside specialists benefit the children. Clear systems are in place which enable the setting to identify areas for and take appropriate action to improve the service provided.

What steps need to be taken to improve provision further?

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

- improve the use of everyday activities to help older and more able children to learn and identify initial sounds and letters

- formalise the procedures for updating the ongoing suitability of staff to work with the children
- improve the systems for recording who has parental responsibility for the children.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures and the routine checking of staff at employment means that children are protected from those who may pose a risk to their welfare. However, the updating of staff continued suitability is less formal, although, checks are made to ensure they are fit to return to work after bouts of illness and staff know they must report any changes that may affect their suitability to work with the children. All staff undergo an induction procedure which arms them with the skills and knowledge to fulfil their role. They are encouraged to undertake further professional training and all staff complete training in safeguarding. As a result they can clearly explain how to record and report concerns regarding child abuse and neglect to the Local Safeguarding Children Board. Children are safe in the premises because staff carry out routine checks to identify and remove hazards. Toys and resources are regularly checked and cleaned ensuring that they do not pose a health hazard. Risk assessments are also completed before children go on outings and walks in the local community. Consequently, their safety continues to be maintained.

The setting works well because the written policies and procedures are reviewed and updated annually and underpin the service provided. Personal information about the children is documented with the exception of who has legal responsibility for them. Therefore, this information may not be readily available when needed. The management liaise with children, staff and parents and also use the local early years monitoring procedures to self-evaluate the effectiveness of the provision and to identify areas for improvement. Action plans are then put into place to ensure that improvements are made in a timely manner. All recommendations from the last inspection have been addressed which shows a commitment to improving the service provided.

Staff promote equality and diversity well through play and activities during the year. Children with special educational needs are quickly identified and the appropriate support sought to ensure that they make good progress. All the children at the setting speak English as an additional language. However, they have a good understanding of the English language and older and more able children are becoming fluent in speaking English. The partnership with parents and carers is good and enables staff to provide well for each child's individual needs. Discussions with parents suggest that they feel confident to approach the staff at any time and are kept informed of their children's progress. At present the setting does not care for any children who attend other childcare settings. However, staff can explain how they would share information to promote consistency for the children.

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

Children benefit because staff use planned activities well to monitor their progress and to identify the next steps in their learning and development. Effective planning shows how the activities are adapted to meet the individual needs of the children. When completed planned activities are evaluated to ensure that the learning aims are met. Staff use activities well to help children learn in different ways, for example, during role play they introduce technology as the children use an electronic cash register, encourage them to understand money and help them to read the price list. Staff can explain how they adapt activities to meet the individual needs of the children. During a play dough activity younger children count how many tress they have made and staff ask older children questions such as 'How many more do you need to make five?' This helps children learn to solve simple mathematical problems.

All the children are making good progress in using the English language and show this as they sing rhymes and respond well to stories. Staff use large books at circle time to encourage children to tell the story using the pictures. However, older children cannot yet identify some initial sounds and letters because staff do not always effectively promote this during everyday events and activities. Younger children are in the early stages of mark making in accordance with their stage of development whereas, more able children can write their names independently. Children's independence is promoted because they choose when to eat their snack, serve themselves from the foods provided and pour their own drinks. The effective organisation of the session enables all children to make choices about what to do and where to play. They have independent access to a range of resources to help enhance their creativity. Children show a sense of pride as they proudly show the staff their pictures.

Children show excitement and as they point and shout 'Lights, lights' when they see these on the Christmas tree. They are confident and settled because staff promote a caring atmosphere and encourage them to develop positive relationships and respect for their friends. Consequently, they behave well and have good self-esteem because they receive praise. Children receive appropriate care following minor accidents because staff are trained in first aid. The risk of germs spreading is minimised because staff wear aprons and disposable gloves when taking children to the toilet and a clear policy and procedure is in place for parents to follow when their children are ill. Staff have completed training in food hygiene, therefore, they prepare meals in accordance with environmental health guidelines.

Records of children's progress are in place and indicate their achievements and priorities for their learning and development. Each child has an individual learning plan which is shared with parents so that they know and can help their children to reach their goals. Staff provide a home learning pack which includes a range of activities that parents can do with their children. This is regularly changed and meetings are held with parents to ensure that information is shared and consistency for the children is promoted.

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

The effectiveness of leadership and management of the early years provision

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	2
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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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	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

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