

Fryerns Community Playgroup

Inspection report for early years provision

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Inspector	Lynn Denise Smith
Setting address	Fryerns Community Centre, Whitmore Way, BASILDON, Essex, SS14 2NN
Telephone number	01268 530287
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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

Fryerns Playgroup is committee run and managed. It opened in 1970 and operates from the main hall of a community centre in Basildon. A ramp to the hall entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 26 children aged from two to five years may attend the setting at any one time. The group is open five days a week from 9:15am to 11.45am during term time.

There are currently 20 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local area and a number of children also attend a childminder, early years unit of the local primary school. This provision is registered by Ofsted on the Early Years Register.

There are five members of staff, including the manager of the early years provision. Three of the staff, including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The needs of children within the Early Years Foundation Stage age group are satisfactorily met. Staff demonstrate knowledge about the individual children's welfare and learning requirements, although this is not always effectively evidenced. Children are provided with a range of activities which enable them to make some progress towards their early learning goals, however, limited use of observations and assessments to plan children's individual next steps inhibits evidence of their learning or starting points. Children's welfare needs are appropriately met and they develop some knowledge of keeping safe and healthy. The setting has made a number of changes and improvements since their last inspection and have plans to develop the setting further.

What steps need to be taken to improve provision further?

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

- make ongoing observations and assessments of each child's achievements and interests and use these to identify learning priorities and plan relevant and motivating learning experiences for each child
- review the session to provide children with more opportunities to make choices about whether they play indoors or outdoors
- develop opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all

children

- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are cared for by a group of caring and consistent staff who are satisfactorily supported by the management committee of the community centre in which the setting operates. Staff understand their responsibilities with regards to protecting children and have updated their knowledge with regards to safeguarding issues. A clear written safeguarding policy is now in place and all staff are aware of the procedures to follow if they have concerns about a child's welfare. All staff working with children have been appropriately vetted and proof of their clearance is held on staff files within the setting. New staff are employed through the setting's recruitment procedures and undergo a basic induction process. The identification of risks and dangers are appropriately recorded and daily safety checks ensure that the premises are safe and secure. All visitors to the premises are closely monitored and asked to sign in and out of the visitors book. Leaders and staff are motivated to make changes and improvements within the setting which will benefit children. They have made a number of changes since their last inspection which have resulted in children being provided with more opportunities to gain independence and to initiate their own play and learning. The staff team have plans for the future and are being suitably supported by other professionals within the early years forum.

The setting is beginning to develop systems for self-evaluating the provision, however, at present these are mostly undertaken by senior staff and not effectively extended to other staff, parents and children. Procedures and practices are being reviewed through general staff discussions, however, the changes being introduced are not always effectively recorded. Children play and learn in a well-lit and clean hall. The toys and equipment are suitably presented to enable children to move freely from one activity to another. The premises are made welcoming and attractive as staff place bright coloured posters and pictures on safe coat hangers which are hung around the walls at the children's height. Resources are adequate to support children's learning and staff deployment is satisfactory, ensuring that children have the support they need throughout the session. The provision takes steps to ensure that the resources and environment are sustainable by working closely with the management committee and by ensuring that any funds raised for new equipment is spent on good quality resources which will be of benefit to the children and robust. The staff and leaders adequately promote equality and diversity through their clear written policies and through everyday practices. They encourage families to share relevant information from home which enables them to gain a greater understanding of the children's backgrounds. Parents are invited to come into the group to assist or to share information about their culture or home practices with the rest of the children.

The setting is developing links with other local schools and pre-schools through

open discussions, invitations to come into the group and by attending local cluster groups. There is some communication in place which promotes smooth transition between the pre-school and one of the local schools. The setting is working effectively with development workers from the local authority to bring about changes and improvements for children. At present the setting does not have effective links with other provisions delivering the EYFS to enable them to share relevant information to promote progression and continuity in children's learning. Staff have a positive relationship with parents and carers. The setting endeavours to seek and take account of the views of parents about issues which affect their children. There are some avenues for the regular exchange of information between the setting and staff, this is usually verbal and shared informally at the end of the session. Staff are considering ways in which they can involve parents in their children's learning with more effect and share information about their development in differing ways to meet all parent's needs.

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

Children enjoy their pre-school experiences as staff provide a range of play and learning opportunities for them each session. Staff demonstrate satisfactory knowledge about the Early Years Foundation Stage and how children develop. The key worker system is in its infancy and staff are beginning to define their key worker roles and responsibilities. Children are given support from the adults to participate in activities and the adults are on hand throughout the session to assist with and guide the activities on offer. As well as some planned adult-led activities, children also have the opportunity to initiate their own play and learning during the free-play sections of the sessions. For example, they thoroughly enjoy dressing up in the exciting selection of role play clothes on sale in the 'clothes shop'. They admire themselves in the safe mirror and discuss their costumes with their friends. Staff are beginning to use systematic observations of the children's play to plot their progress and inform their future planning. The system in place, however, does not effectively show the link between observations and planning. Staff demonstrate some knowledge of children's individual interests, likes and dislikes and are working towards evidencing this effectively to inform individual future activities. Equipment, resources and activities are presented at a level which provides adequate challenge and sufficiently engages children.

Most children are developing knowledge and understanding about keeping safe and healthy within the setting. They follow the staff's directions, for example, not running within the pre-school hall and lining up carefully at the door to go outside. Children show that they feel safe within the setting as they part from parents and carers with ease, become quickly engaged in activities and approach staff for support whenever required. The extent to which children feel safe is supported by the views of parents who are very complimentary of the care and warmth their children receive from staff. Children adopt healthy practices such as washing their hands after using the toilet and before sitting at the snack table. They are beginning to understand the importance of these practices through activities and discussions with staff. Children sit together for a mid-session snack, which usually comprises of healthy foods and drinks. They are beginning to develop essential

independence skills for the future such as pouring their own drinks and making their own sandwiches. Children enjoy fresh air and exercise on a daily basis when they play in the well-organised pre-school garden. They have good opportunities to play outdoors in all kinds of weather as staff encourage parents to provide appropriate clothing throughout the year. The organisation of the session allows children to experience a set amount of time outdoors, however, limits their opportunities to make choices about whether they play indoors or outdoors. The position of the outdoor area does not afford a safe route from the hall for complete free-flow play, however, staff acknowledge the benefits of this and are considering ways in which they can facilitate this.

Children are generally settled and content within the setting. They confidently approach adults and peers and enjoy each other's company. They are beginning to develop a sense of belonging and are familiar with the set up of the pre-school, knowingly collecting their coats from the pegs when it is time to play outdoors. Children are provided with a range of activities which enable them to make choices and to develop independence skills, for example, when putting on and taking off their coats. Children understand the pre-school boundaries and are developing an understanding about working within a group of other children. Children are beginning to gain an understanding about diversity and other people's differing needs through the celebration of festivals and special occasions. They have the opportunities to consider their own feelings and the feelings of others as they are encouraged to place their photograph under one of the titles on the feelings board, for example, happy, sad, angry. Staff use this activity to explore why children are feeling the way they are and introduce activities they feel might help them to express themselves more effectively. Children generally make satisfactory progress in communication, literacy and numeracy. They have opportunities to participate in activities which help them to develop skills for the future, such as visiting the local shops and negotiating how much the items they purchase cost. Most children show an interest in the world around them and ask questions which enable them to gain greater understanding of their local and wider community.

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?	3
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?	3
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	3
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

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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	3
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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