

St Winefrides Playgroup

Inspection report for early years provision

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29/09/2009

Inspector

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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

St Winefrides Playgroup opened in the early 1970's at St Winefrides Church Hall. In 1993 the playgroup moved to its present location in the Craft Centre, which is a council owned building. The setting has sole use of the large upstairs room and secure outdoor play area. Families using the setting are from Shepshed and the surrounding area. It opens each weekday from 9am to 12.00 noon, Monday to Friday and from 1pm until 4pm Monday to Thursday, term time only .

The setting is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 45 children aged from two to four years on roll. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special education needs and/or disabilities and children with English as an additional language.

There are seven members of staff, all of whom, with the exception of one, hold a relevant child care qualification to at least level 2. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The effective use of resources in this inclusive setting nurtures children's interest and individuality which contributes to them making sound progress in their learning and development. Systems are developing to identify children's individual learning priorities. However, parents are not yet fully involved in this process and the information gained is not yet effectively fed in to planning to ensure children make as much progress as they can. Policies and procedures are generally implemented well to safeguard and promote children's safety and welfare. The setting is developing systems to identify strengths and areas for improvement in the provision which is providing a sound basis to maintain continuous improvement and further improve outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the a record of the risk assessment includes any review and a record kept of the particular aspects that need to be checked on a regular basis (Documentation) 27/10/2009
- ensure the complaints policy contains information relating to keeping a written record of complaints and their outcomes and of notifying the complainants of the investigation within 28 days of having received the 27/10/2009

complaint (Safeguarding and promoting children's welfare).

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

- continue to develop the systems to ensure information from observations are used effectively to plan relevant and motivating learning experiences for each child
- develop partnerships with parents to identify what children know and can do in relation to the six areas of learning when they first start the setting and on an ongoing basis
- reflect more richly, the range of cultures and backgrounds of the children who attend the setting.

The effectiveness of leadership and management of the early years provision

There is a suitable emphasis on safeguarding children. Staff understand their roles and responsibilities to safeguard children's welfare with regard to child protection issues and sharing information with parents, although some necessary information is not contained within the complaints policy. Clear vetting procedures ensure that all staff working with children are suitable to do so. Staff are vigilant about safety issues and support children during play to develop their awareness of how to keep themselves safe. However, the risk assessment is not reviewed and updated when necessary and a record of the particular aspects that need to be checked on a regular basis is not kept. This is a breach of a requirement of the Early Years Foundation Stage (EYFS).

The setting is striving to provide a service that is inclusive for all children and their families to ensure children get the support they need to make satisfactory progress. For example, effective partnerships are developed with interagency teams to ensure children receive additional support if needed. The setting works well in partnership with local schools to prepare children for the transition to school and links are developing with other settings the children attend which helps to support a seamless delivery of the EYFS for all children. Parents are becoming involved in their children's learning, for example, the setting provides recourses for use at home supported by parent's note book that provide opportunity for a two way flow of information about each child's experiences. Parents receive a written report each term regarding their child's progress and their next steps in learning. Children's folders are easily accessible in the setting and sent home for parents to see. However, arrangements are not yet effective to ensure parents are encouraged to share what they know about their child's development in all areas of learning when children first attend the setting and on an ongoing basis. This hinders the assessment process and impacts on the progress children make.

The setting demonstrates a clear commitment to improving outcomes for children and this has a positive impact on driving improvements. Staff are motivated to improve their practice through attending training events and acting on advice

given by other agencies. This is particularly evident in recent improvements to the quality of the learning environment and attention given to identifying children's interest. Systems are being developed to monitor the quality of the provision. Staff, parents and children are becoming involved in this and, as a result, the setting is developing an awareness of their strengths and weaknesses. This is providing a sound basis to maintain continuous improvement and further improve outcomes for children.

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

Adults have a sound knowledge and understanding of how to support children's learning to enable them to make satisfactory progress towards the early learning goals. Children are particularly benefiting from being in an environment that is organised to allow them to make decisions about playing in or outdoors. Many children choose to spend the majority of their time outdoors where they breathe in fresh air, move freely and become physically active, gaining a greater sense of space, colour and light. In or outdoors children benefit from an environment that has many opportunities for physical activity, imaginative play, creativity, problem solving and contact with the natural world. Children have access to natural and recycled resources to use for their own purpose. For example, large cardboard boxes provide one child with a perfect hiding place and a home for another child's favourite toy. Conkers collected on a local walk are used by another child to sort and count and compare size. All interaction with children is very positive and in general focused on supporting and extending their learning through questioning, explanation and modelling which supports children's communications skills. Whilst consideration is given to supporting children's learning about others through resources, full consideration is not given to learning about the range of cultures and backgrounds of the children who attend the setting. Observations are made to identify children's interest and to assess their progress towards the early learning goals. This information is being used to identify some next steps in learning. However, this information is not yet effectively used to extend learning during child-initiated play or to inform adult-led activities to take into account children's individual learning priorities and ensure children are supported to make as much progress as they can.

Children clearly enjoy their time at the setting. They are becoming active learners, occupied, stimulated and generally sufficiently challenged and supported. Children's growing independence is particularly well fostered. For example, the self-service breakfast table provides opportunities for children to make choices about when and what they eat from the range of healthy options available often consists of vegetables the children have grown such as carrots and tomatoes, which also helps to promote their understanding of healthy eating. Suitable steps are taken to minimise the risk of cross-infection and routines are in place that help children to understanding the importance of hand washing and taking an active role in taking care of their environment. Children soon learn to recognise their name in print as they put their name labels on registration display boards when they arrive and when they play outdoors. They show a growing interest in the books that are placed around the setting to attract their attention and they sit and

listen to stories during the story times. There is suitable equipment that promotes an understanding of information and communication technology. During the day children have some opportunities to count and recognise numerals and develop an interest in measure and shape.

Children behave well and co-operate and share with each other because they are effectively helped to learn about right and wrong. They receive lots of praise and encouragement during play and are often included in undertaking simple tasks that help them to play a part in the setting, such as clearing away after snack. This fosters children's self-esteem and confidence. Children demonstrate they feel safe and secure in the setting. They learn how to behave in a way that is safe to them and others, for instance they know to hold the rail when using the stairs and to be aware of others when playing. However, weakness's in the setting's risk assessment means that not all the necessary steps required to ensure children's safety in the environment are taken.

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	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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