

Little Imps Playgroup

Inspection report for early years provision

Unique reference number	205708
Inspection date	12/11/2009
Inspector	Jackie Phillips

Setting address	Messingham Village Hall, Wendover Road, Messingham, Scunthorpe, North Lincolnshire, DN17 3QU
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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

Little Imps Playgroup registered in 2003. It is a privately owned, well established facility, which operates from within the village hall in Messingham, near Scunthorpe, North Lincolnshire. Children attend the playgroup from the local and wider community. The group is registered to provide care and learning for 32 children aged from two to eight years of age. When only one of the play rooms is available, the Trinity Suite, numbers are limited to 20 children. The group is open from 8.00am to 5.30pm every weekday, all year around with the exception of public holidays and a week at Christmas. Sessions for the playgroup are from 9.15am to 11.45pm and 12.45 pm to 3.15 pm during term time only. A breakfast and after school club operates, extending to full day care during holiday periods. This system provides wrap around care for older children. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 94 children on roll, 63 of which are within the Early Years age range. Children attend for a variety of flexible sessions. The Pixie Club operates for parents who stay and play with very young children on a regular basis.

The village hall is shared with other community groups, although the playgroup has sole use when in operation. The playgroup has use of the large hall and a smaller room. They also have shared use of the kitchen and toilets. There is a fully enclosed outdoor play area, with a safety surface, and children can also use the open grassed area around the village hall. There are currently 11 staff employed at the setting, the majority of whom hold a recognised childcare qualification. Children with special educational needs are welcomed at the setting. The group receives the support of the Local Authority and is working towards achieving the local quality assurance scheme, 'Steps to Quality'. The provision is a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because they are acknowledged as being unique and individual and warm and trusting relationships are fostered. Effective arrangements exist to ensure their health, safety and welfare needs are well met. There are strong links established with parents, carers and other professionals. The setting strives to continually improve and the dedicated team works hard to tackle and overcome new challenges. The leaders of the group are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements, despite setbacks.

What steps need to be taken to improve provision further?

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

- develop the larger play room to reflect the interesting learning environment of that created in the smaller room
- ensure children have access to a broad range of evidence around the setting of cultural diversity, disability and positive images.

The effectiveness of leadership and management of the early years provision

Effective systems are established to ensure that children are protected and safeguarded. This takes place by adults knowing children well, through discussions with parents, training, observation and record keeping. Children are well supported to develop an understanding of keeping themselves safe. For example, they are involved in practising the setting's emergency evacuation procedure and are reminded about the consequence of their actions when possible accidents or injury might occur. Children are also provided with positive messages regarding people who offer assistance, such as police officers.

There is a common sense of purpose between adults who work very well together to ensure that all groups of children have the opportunity to achieve as well as they can. Leaders communicate high expectations to staff about securing improvement. The very well established team are committed to professional development and adhering to effective working practices. For example, by attending regular training events, networking with other professionals, operating a key worker system and taking on roles of responsibility. A warm, welcoming, interesting and stimulating learning environment is provided for children, particularly within the smaller room. Although space is used reasonably well in the large room and staff are confident in its use and benefits for children, the larger room lacks the same child friendly atmosphere as that of the smaller one and is not so conducive to learning.

Adults have a good knowledge of individual children's backgrounds and respond appropriately to enable them to achieve and fulfil their potential. They share their knowledge with parents and other professionals to ensure that children receive the support they need. They plan activities and use a varied range of resources to raise children's awareness of diversity and help them to learn about the society in which they live. Pictures around the setting of positive images are limited and do not support this area of learning sufficiently well. Partnerships with parents and others are good and make a strong contribution to ensure children's progression and continuity of care and learning. Parents are encouraged to share in their children's early education. For example, by contributing to the assessment process and borrowing reading books to share with children.

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

Children move around the setting with confidence. They are able to spend lots of time outdoors, either using the broad variety of outdoor equipment or digging and planting in the garden area. They have good access to drinks and enjoy snacks

that include healthy eating options. The majority of resources are placed at child height to enable children to make independent choices and decisions. Areas are created so that children can make links in their learning. It also means that children know where they can find their play materials, for example, those to create, make marks, books to read or natural materials to investigate.

Children behave very well and demonstrate they can share, take turns, concentrate, co-operate and negotiate. For instance when involved in role play using a tent complete with small lanterns, torches and a selection of cooking utensils, children discuss who is going to 'cook the sausages' whilst others 'shine the light' to improve visibility. Lots of opportunities are provided for children to be creative, either by using materials such as shaving foam, paints or collage materials. Good use is made of spontaneous learning experiences, for example, counting children present at snack time or the dinosaurs evident on the poster. A cosy book area is used frequently by children who enjoy sitting on the comfortable sofa, used on occasions as a bed when children are tired or feeling unwell.

Good progress is made by children because they are encouraged by adults to be curious, interested and motivated. They are supported to work together in groups or independently. Sometimes children help others, for example, by showing each other how to join the plastic straws together to make pretend umbrellas. The system for observation and assessment clearly identifies children's interests and pinpoints strengths and weaknesses in learning. This means their individual learning journey can continue with success because toys, resources and activities are made available to help them make progress or experiences can be adapted to help learning to be repeated, refined or consolidated. Children are well equipped with the skills they need in order to secure future learning.

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	3
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