

Muscliff Community Playgroup

Inspection report for early years provision

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Inspector Janet Armstrong

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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

Muscliff Community Playgroup was registered in 1990 and operates from the community centre in Muscliff, a residential area of Bournemouth, Dorset. The playgroup is run by a committee of volunteer parents and provides care for up to 24 children from age two to under six years. The playgroup is open Monday to Friday, term time only. On a Monday and Wednesday, they are open from 9.30am until 1.30pm and on a Tuesday, Thursday and Friday they are open from 9.30am to 12.30pm.

The playgroup is registered on the Early Years Register. There are currently 34 children on roll, all of whom are in the early years age range. The playgroup is in receipt of the government funding for early education. They cater for children with special educational needs and/or disabilities and those who have English as an additional language. The playgroup has links with other early years settings in the area.

The accommodation is set out on the same level with no steps restricting access to the premises. It offers use of a spacious hall with a side room, toilets, a kitchen and store room. There is an enclosed outdoor play area at the back of the hall.

The playgroup employs a qualified play leader who holds a teaching degree. She is supported by six regular members of staff, and one who helps out as and when. Five staff hold a recognised childcare qualification. The playgroup belongs to the Bournemouth Council Quality Assurance scheme and holds the Healthy Early Years award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective in meeting the individual needs of each child, regardless of their age, ability, culture and home language. This is due to an extraordinary staff team who use their secure knowledge of each child's interests and personality to successfully plan for and extend them in their learning. This means that children are making excellent progress in the Early Years Foundation Stage (EYFS). The staff are highly motivated, committed and enthusiastic in their communication and interaction with the children, each other and parents. Their passion and commitment enables them to work efficiently with parents, carers and other professionals to ensure that each child and their family gets the very best from their preschool experience. Exceptional management systems are in place to monitor its effectiveness and enable them to build on their strengths, and action areas for further and ongoing improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- reorganising the staff record file, so that information confirming their suitability is more easily identified.

The effectiveness of leadership and management of the early years provision

Systems to promote children's safety and safeguard them are of high quality. Staff and the safeguarding officer are clear on their role and responsibilities with regard to child protection issues and what action to take should they have a concern about a child in their care. They have highly effective systems in place to work sensitively and successfully alongside parents to ensure that any issues, worries, concerns and accidents are clearly recorded and discussed. This means that children's well-being is always prioritised. There are clear systems in place to ensure that staff are suitable to work with children and their ongoing suitability monitored through regular appraisals and meetings. A safe and secure environment is provided for children to explore independently and safely under the effective supervision of staff, who move around the different play areas to monitor and support the children in their activities. Very thorough risk assessments help to highlight any issues and ensure that all safety features are in place.

A warm, welcoming, happy atmosphere and environment means that children settle quickly and engage with others positively. Very good organisation of the available space, both indoors and outside, and excellent use of the toys and play provision actively promotes and stimulates the children's interests and ideas. A five-week rolling programme incorporated into the planning means that toys and resources are used regularly to provide children with a wide range and balance in their learning. A 'photo board' is in place for children to use to identify a particular toy or activity that is not out that they wish to play with. Low shelving offers children wider choices from those set up by staff each day. A free-flow system where children can independently access outdoors, further supports them in making free and independent choices in their learning under the friendly support and interaction from very attentive staff.

Children behave well due to the positive staff role models and the clear and consistent messages they receive. The children play well alongside and together with others, forming trusting and positive relationships with their peers and familiar adults. They learn to share, take turns and consider the needs of others through discussion and agreement of the 'golden rules'. Children are fully engaged and occupied in meaningful play at all times, which means any disagreements are rare as they work together and share, for example, at tidy up time.

The setting actively and skilfully promotes inclusion, equality and diversity. Children learn acceptance and respect for others through access to, and use of a wide range of meaningful toys and activities that raises their awareness of difference. A board with photographs and pictures of people that represent the cultural diversity of the wider world in which we live, helps children to understand and learn about difference. This is supported through use of a range of cultural

puppets that help the children to explore feelings and difference positively, developing their acceptance for others. The setting celebrates a range of festivals that reflect the different cultures of all families attending. For those children who have English as an additional language, their home language is promoted exceptionally well in the setting. Staff have liaised with parents to learn familiar words in their home language to support the children during the playgroup routines. The golden rules are written in all the spoken languages of the families that use the setting, so that all children and parents are able to read and understand what is expected. At snack time, a variety of different foods are introduced that embrace the wide cultural needs of those that attend. Children also have access to dual language books. This means, that for those children and families, their first language and culture is valued and respected and the children settle quickly and comfortably as they learn English. The fully inclusive attitude and approach of the staff team also means that all children are able to form harmonious relationships and are learning to recognise and respect the differing needs of those around them.

Highly dedicated leadership and management means that systems in place are exceptional in motivating and empowering staff. Subsequently, they play an active and valuable role in contributing towards all areas and aspects of the setting. They all work together effectively to cascade new learning from the many different training courses attended and ensure that any areas for improvement are not only identified, but ways of addressing issues are considered and acted upon consistently. They take on different roles of responsibility so that all aspects of the children's care and learning are prioritised. Self-evaluation systems are comprehensive and highly informative and effective in identifying and celebrating what they do well, any areas that can be improved, how they can be addressed, the impact they have on the children and progress in achieving their goals are closely monitored. This enables them to maintain the outstanding practices followed.

There is a comprehensive range of written documentation that is highly supportive to management in communicating with parents and staff. This means that children receive the best possible attention to their care, well-being and learning. The many staff records accumulated over the years that include training, appraisals, meetings and suitability means it is not always easy to find relevant paperwork.

Partnerships with parents and other early years settings that children may attend is of extreme high quality. Parents are exceptionally well informed about what their children are enjoying and achieving during each session. A digital photo frame is set up to show photographs of the children in their play each day which the children enjoy sharing with their parents and carers. The views of parents are sought regularly to enable them to share what they like best and identify any areas for improvement. Key workers communicate with parents and carers regularly through daily discussion, a communication book and sharing of the children's records of assessment. Email is also used to allow those parents that work away, to still feel part of their child's learning. This means that parents and carers play a key role in what and how their children are learning. The setting maintains regular communication with other early years settings that the children attend, sharing

what the children are learning and their next steps to promote consistency and continuity in the children's lives.

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

Highly effective practices followed by staff means that children are able to follow extremely positive routines to enable them to keep safe and lead healthy lifestyles. For example, children are independent in meeting many of their own personal needs, such as accessing tissues and disposing of them in the bin, placing their hand in front of their mouth when they cough, and using the toilet and hand washing facilities. They eat a range of healthy snacks and parents are asked to support this through providing healthy food options in lunch boxes. The children enjoy lots of physical play as they use ride on toys, small trampolines, climbing apparatus and music and movement activities which all helps them to gain good control and coordination of their bodies. Simple rules enable children to make positive decisions about their own safety, for example, not to run indoors, so that they keep themselves 'safe' and the need to use furniture and resources appropriately.

Children's personal, social and emotional development is of a very high standard. The children are very social beings and seek out others to play with and share their ideas. They have extremely high personal independence, where they confidently make their own choices in their play and make decisions about how they can achieve a particular identified aim. For example, when working with the key worker, they are able to make choices about what resources they would like to use when engaging in a mark making activity. They put their own aprons and coats on unaided, and pour their own drinks at snack time. They use the 'photo board' to identify a particular activity they would like that is not accessible to them and confidently share this with staff.

Children's communication, language and literacy is also of a very high standard. The children are very good listeners and communicators which enables them to form the positive friendships with others as they work and play happily together. Stories, and lots of discussions and questioning from staff encourages them to identify phonic sounds to familiar and new words as they play. For example, when using the binoculars to look at the helicopters and using the magnifying glasses to explore the size and difference of the 'mini beasts'. Children use mark making tools with very good control to enable them to label their own pictures and paintings with their names.

Staff are enthusiastic, vibrant and resourceful in their interactions with children. The children mirror this positive behaviour which means they have a positive attitude to their own learning, and approach the wide range of activities with much interest. Staff use lots of open-ended questions that enables the children to think things through and make their own decisions.

Children make excellent progress in their learning because of the challenges and extension offered by staff as they play. For example, some children use the trikes

to ride up and down in the outdoor play area. They use the pedals to propel themselves, some at speed. A member of staff observes this and gets out a set of cones to challenge these children to negotiate and weave in and out of the cones without touching them. This successfully channels the children's energies and focus as they attempt to complete the task. For those children that are making good progress in their mark making and are already able to successfully write their own first name, further challenges are given by supporting them in learning to write their last names. This means that all children are encouraged to make continuous and ongoing progress in their learning.

Planning and assessment systems are highly effective in identifying and using the children's next steps to make sure they are always challenged and make progress in their learning. The records for assessment include written observations that show the activities and children in their play, linked to the steps within all six areas of learning. Each child has identified steps in all six areas which are shared with parents and used when planning. Assessment folders include photographs and evidence of the children's mark making and creative skills. These are supported by communication books that include daily activities and learning both at the setting and at home.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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