

Herrick Playgroup

Inspection report for early years provision

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Inspector Tara Street

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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

Herrick Playgroup is run by a voluntary committee. It opened in 1990 and operates from a building used solely by the playgroup in the grounds of Herrick Primary School in Leicester. All children share access to a secure enclosed outdoor play area. Children come from the local catchment area and Herrick Primary School. A maximum of 30 children aged under eight years may attend the setting at any one time. The club currently takes children from two years of age and also offers care to children aged eight years to 10 years. The playgroup is open each weekday from 8.50am to 11.20am and 11.30am to 3.15pm during term time. The setting also provides out of school care from 8am to 8.50am and 3.15pm to 4.30pm during term time and from 8.30am to 12.30pm during school holidays.

There are currently 44 children on roll. Of these, 41 are under eight years and of these 29 are within the Early Years Foundation Stage. Of these, none are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are no issues which may hinder access to the premises. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The playgroup is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children engage in a stimulating range of experiences at Herrick Playgroup. A very safe and welcoming environment is created to ensure all children, including those in the Early Years Foundation Stage, are happy and enjoy themselves as they play and learn. There are strong relationships between staff, parents and carers and the welfare of the children is promoted to a high standard. The playgroup uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- develop further links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care
- develop further children's use of information and communication technology by ensuring battery operated resources are in good working order

- ensure parental signatures are consistently gained on medication and accident records to show that parents have been informed of any injuries sustained and treatment given.

The effectiveness of leadership and management of the early years provision

The commitment of the committee and manager to address recommendations and continually move forward and meet changes in legislation to safeguard and promote children welfare is very good. Detailed self-evaluation clearly identifies tasks for continuous improvement. For example, the setting has recently purchased more outside play resources and installed a canopy to enhance children's experiences. The support given to staff via regular appraisals and attendance at training events ensures they have a thorough knowledge of the Early Years Foundation Stage and their enthusiasm is evident throughout the premises. Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. As a result, the transition between activities is seamless and means that children flow from one thing to another without interruption.

Most records required for safe and efficient management of the provision are well maintained, including clear annual and daily risk assessments. However, parental signatures are not consistently gained on medication and accident records to show parents have been informed of any injuries sustained and the treatment given to children. All staff have an up-to-date understanding of safeguarding children issues. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education.

Partnerships with parents and other early years professionals are very good. Parents access a wide range of information regarding their child's welfare, learning and development. For example, through notice boards, daily discussions and planning. They meaningfully contribute to their child's individual development record, which means they are fully aware of the range of activities children enjoy and their achievements. This is further enhanced because staff encourage parents to borrow resources from the toy and book library so that some learning can be carried continued at home. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity is promoted for children. There are some established links with other early year's practitioners, particularly for those with special educational needs and/or disabilities, to ensure children's individual needs are planned for. However, procedures to share the ongoing progress and achievements of children who attend other early years settings is not yet systematic enough to ensure a complementary curriculum and continuity of learning and care. Staff are aware of this and are working to develop this aspect of the provision.

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

A very good variety of activities is always available providing all children with a broad and balanced curriculum. Children are happy, confident and encouraged towards independence. They communicate readily with adults and each other and are helped to follow their interests and develop their ideas. They have a daily choice of several adult supported activities which provide focussed learning opportunities alongside many others that are free choice. Staff are mindful of the individual children participating in activities. For example, a matching game is presented in slightly different ways to each group of children to ensure that all are challenged and their understanding extended. Staff deployment is very good, there is always someone on hand to support those that need it, particularly with younger children, but they are also skilled at leaving children alone at times to be active in their own learning. Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities. Children are confident using number and enjoy using it in everyday activities. For example, they count how many cars they have in front of them and discuss which is the biggest and smallest. Children enjoy exploring their creative skills with paints, crayons, paper and a variety textured materials for collage work. Children's information and communication technology skills are generally promoted as they experience a suitable range of opportunities to access a television, CD player and computer. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order. Children experience a good range of regular activities both inside and outside which develops their co-ordination and balance skills. They eagerly participate in games, ride on bikes and explore the willow tunnel and tree house. Children's knowledge and understanding of the world around them is effectively promoted through daily play resources and their involvement in a wide range of activities which look at different celebrations and cultures from around the world.

Children's health and well-being is actively promoted through the sickness policy, cleaning routines, balanced menu and good access to drinks to maintain hydration. Staff work very closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. Children have snacks provided which they serve themselves and these offer a good daily variety of healthy and nutritious options. Staff are very good role models with a consistent, positive approach. As a result, children are highly effective in managing their own behaviour and keeping themselves safe, for example, they patiently take turns to use the various play resources and help staff to pack toys away as tidy up time.

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