

Parson Drove Playgroup

Inspection report for early years provision

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| Unique reference number | 221861 |
| Inspection date | 25/11/2009 |
| Inspector | Sheelagh Barnes |

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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

Parson Drove Playgroup is run by a voluntary committee. It has been operating since before 1984 and operates from a mobile building located in the grounds of Payne Primary School in Wisbech, Cambridgeshire. Children have access to a secure enclosed outdoor play area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is accessible to children and adults with disabilities. The group serves the local community and surrounding villages. A maximum of 16 children aged under eight years may attend at any one time. The playgroup currently takes children from two to five years of age. There are currently 25 children on roll who are within the Early Years Foundation Stage. Of these, 14 children receive funding for early education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The group opens five days a week during school term time only. Sessions are from 8.50am until 3.00pm on Monday, Wednesday and Thursday and from 8.50am until 11.50am on Tuesday and Friday. There is a stay and play session on Tuesday afternoons and a parent and toddler group is run in the school hall on a Friday morning. The playgroup employs three full-time and two part-time members of staff. All staff are qualified and hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision at Parson Drove Playgroup is good. The setting is a lively and very enjoyable place for children to learn because it is led effectively. Children are kept safe due to the fact that welfare requirements are met fully and children make good progress in their learning because effective policies promote successful practice. The setting is inclusive and children from all backgrounds and abilities are included well in all learning activities. It has made good improvements since the last inspection and is in a good position to improve in the future.

What steps need to be taken to improve provision further?

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

- develop the assessment system to ensure overview records are maintained which clearly show children's attainment in each of the six areas of learning, so that leaders have a clear view of progress, including that of different groups.

The effectiveness of leadership and management of the early years provision

Good management has drawn up effective policies to ensure children's welfare, which are reviewed regularly. Children are safeguarded well because required checks are carried out on staff before they start at the playgroup. The leadership team have carefully evaluated the way the playgroup works and are aware of how to improve the provision. They have rightly identified that children could achieve even more if the progress and attainment of all children was analysed more effectively. This would enable staff to identify any groups of children who are underachieving and give suitable support. Currently each child's individual progress is monitored very carefully in all six areas of learning. The leaders have just started to create overview data, from the individual records to enable them to identify and respond to any general trends. Staff regularly up date their knowledge by attending training courses and gaining relevant qualifications. Significant improvements since the last inspection include the fact that children have access to an enlarged and improved outside play area.

A good partnership with the primary school ensures that information on children is shared thoughtfully. The leadership works productively with parents. The parents comments in questionnaires, undertaken by the playgroup, indicate that they are pleased with the provision and also with the communication about their children.

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

Children achieve well as a result of the effective teaching. They develop their key skills effectively because staff have high expectations of them. Children learn to use language successfully as a result of staff expertise. For example, they enthusiastically tell of being chased by sharks, when balancing on tyres outside, in response to staff asking challenging questions about their games. They learn about different types of homes from playing with the dolls' house and the mobile home. Staff take every opportunity to assist children to learn to count correctly such as encouraging them to count how many children and adults are present. Children's creative and physical development are promoted well. For example, they are taught how to use their arms and hands to represent 'Ten little men in a flying saucer' when singing together. Staff offer children positive feedback and encouragement to persuade them to try new activities. Activities are planned well for each week and a good range of resources are made available to children. Staff observe and assess children carefully to ensure achievements are monitored and the next steps that children will take are recorded carefully.

Children's welfare is of great importance to all staff. Children happily go to any member of staff. They are well cared for whether they are in the classrooms or in the outside area. Children are kept safe in lots of ways due to the effective implementation of policies. The children handle equipment safely because staff guide them diligently. Occasional accidents are dealt with professionally because staff have a first aid qualification for younger children. Records are kept in detail

and so all are aware how accidents are handled. Good systems are in place to ensure that only parents or known carers collect children.

Pupils' personal development is good because staff care for their needs very conscientiously. Children's enjoyment is clearly visible when they undertake the enjoyable activities planned for them. They thoroughly enjoy learning about different materials and using mouldable ones. Children behave well. Children have a good understanding of how to move about the building and outdoor area safely. They successfully learn to be independent due to the fact that there are some activities chosen by children and some adult-led. With their successfully developed social skills and well promoted key skills they are effectively prepared for the next stage of education. The children learn to share at snack time because they sit at a table together. They learn to take turns successfully because staff talk to them and guide them carefully. The children learn effectively about how to eat healthily when they eat their lunches. Children enjoy a drink of water or milk halfway through the session due to staff developing routines successfully.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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