

The Dawnay Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

The Dawnay Playgroup is run by a committee. It opened in 1996 and operates from a classroom situated within The Dawnay School, Bookham. Children have access to a secure enclosed outside area. The playgroup also has use of the infant school playground, the school field and environmental area. Disabled access is through the main door. There are 46 children on roll, all of whom are of early years age range. A maximum of 22 children may attend the playgroup at any one time. Children come from the local community and attend for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. It is open each weekday during term time from 9:00am to 11:45am and 12:30pm to 3:00pm. During the Autumn Term, there is no Friday afternoon session. The playgroup employs four staff at each session over half of whom are appropriately qualified. It has good links with the school and the local authority. The playgroup is on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Setting meets the learning development needs and welfare needs of children of early years age range well. The staff know the children well and ensure that all of them, including those with special educational needs and/or disabilities or who are at an early stage of learning English, have good access to an interesting curriculum that provides a balance between teacher-led and child-initiated activities. The staff review their work at the end of sessions and in meetings and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- keep a record when children leave at the end of sessions (Documentation). 01/01/2010

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

- establish a clear link between learning objectives and activities in planning.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are satisfactory. The staff have developed an appropriate range of policies, including child protection, equality and diversity, special educational needs and behaviour, these ensure the efficient management

of the playgroup and the children's safety and well-being whatever their needs or ethnic heritage. These policies are known to parents so they can judge how well their children are being looked after.

Staff are deployed effectively. Key workers know the children in their group well. They assess and record the progress that they make. Children with special educational needs and/or disabilities and those at an early stage of learning English are catered for well. Staff review their practice at the end of each session. They meet each half term to review what has gone well or not so well and to plan for future sessions. These meetings contribute effectively to ensuring continued improvements in provision at the playgroup. The staff have used the national guidance on self-review satisfactorily. They have identified the strengths of provision, but have not evaluated its impact nor identified areas for improvement that focus on outcomes for children well enough. The joint managers have a good ambition to drive through improvements in provision. Administrative tasks are carried out efficiently, but the register does not indicate that children have been collected.

The internal accommodation is good. The outside provision is spacious, including an outside area, the infant playground and school field with an environmental area.

The partnership with parents is good. Parents have access to key policies, including the complaints procedure. They know the type of activities that take place each day. They complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. They are informed verbally and in writing about the progress their children are making at the playgroup in the six areas of learning. Key workers communicate regularly with parents, principally through the home-playgroup diaries. Two formal parents' evenings are held each year. Informative newsletters are sent to parents at least each half term.

Good links are maintained with the school and local authority. The playgroup has implemented effectively the recommendations from the previous report.

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

Provision for children's learning and development needs and their welfare needs are good.

There were no children present at the time of the inspection during the afternoon. It was only possible to observe the morning group leaving their session. Evidence from around the room indicates that all areas of the Early Years Foundation Stage provision are included over time. Planning indicates that children have plenty of opportunities to practise their speaking and listening skills through the close interaction between staff and children. They mark make, write their own names, following pictures and stories and read labels from around the room. They have opportunities to count and recognise numbers and shapes, and take part in a

range of board games that include numbers. They take photographs with a digital camera, play with computerised toys and practise on a keyboard. During the build up to Christmas, there is plenty of evidence that children learn to cut, stick and glue using a range of materials. They learn about festivals, such as Diwali, Chinese New Year and Christmas. Outside, they have opportunities to climb, slide, play creatively in play houses, play on ride-on toys and scooters and play ball games.

Staff report children are encouraged to tidy up after playing with apparatus and toys. The staff point out that some children manage this better than others. They have good opportunities to practise the key skills of literacy, numeracy and information and communications technology. Overall, provision to help children in their future lives is good.

Children are safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. Risk assessments on equipment and fittings are carried out each day but they are not recorded well enough. Annual risk assessments to comply with insurance requirements also take place. The premises are safe and secure.

Staff encourage children to wash their hands and help themselves to water when they feel thirsty. Snacks include fruit and vegetables, milk and diluted sugar free squash. The tables are wiped with anti-bacterial spray before and after snack times to prevent the spread of infections. Children are required to wash their hands before snack time and after going to the toilet. Children have satisfactory opportunities to play outside in the fresh air but, during the winter months, this is at a set time and not on a free flow basis as, ideally, it would be. All this helps children to experience a healthy lifestyle.

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	3
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	3
The extent to which children adopt healthy lifestyles	3
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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