

Ladybird Playgroup

Inspection report for early years provision

Unique reference number EY396900
Inspection date 28/01/2010
Inspector Dinah Round

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ladybird playgroup was registered with the present owner in 2003 and moved to the current premises in 2009. It operates from a portable classroom in the grounds of AD Astra First School in Canford Heath, Poole, in Dorset and serves the local community. Children have access to an enclosed outdoor play space for outdoor activities. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 30 children from 2 to 8 years at any one time. There are currently 61 children on roll in the early years age group. The playgroup supports children who have special educational needs and children who speak English as an additional language. The setting operates during term time only from Monday to Friday 8.30am until 3.00pm. The provision may extend to offer an after-school club from 3.00pm to 6.00pm if there is a demand for this. A team of seven staff work with the children, including the owner; of these, five staff hold an early years qualification with another two staff due to start training. The setting receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled within the playgroup. Staff have a clear understanding of children's individual needs through working closely with parents. Staff provide a variety of enjoyable activities and learning experiences, but children are not always sufficiently challenged and supported to help them move onto the next steps in their learning. Children's welfare is generally supported well, although, not all required documentation is sufficiently maintained. Staff have a positive approach to ongoing development of the provision to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 04/02/2010

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

- review recruitment and vetting procedures to ensure that clear records of staff suitability checks are maintained
- refresh staff's knowledge of the possible signs and symptoms of child abuse to promote confidence in dealing with all aspects of safeguarding issues to

- help protect children
- improve systems for promoting children's learning so all children are sufficiently challenged, and make greater use of open-ended questioning to promote their thinking, communication and problem solving.

The effectiveness of leadership and management of the early years provision

The provision is generally well organised with most documentation maintained to support children's safety and welfare. Appropriate recruitment and vetting procedures are followed to check staff's suitability to work with children, although, not all records are sufficiently maintained. The daily register is not always completed to show the actual times of children's attendance, which is a specific legal requirement. Detailed risk assessments are completed for all areas children come into contact with and for outings to ensure that the environment is safe and suitable so children can play safely. There is a child protection policy in place and staff have a sound understanding of their role to safeguard children and procedures to follow if they have any concerns about a child. However, some staff are less confident in their knowledge of the possible signs and symptoms of child abuse which impacts on children.

Staff are motivated, working well together as a team and are committed to attending training to update their skills. They have a clear understanding of their roles and responsibilities and are deployed effectively so children are supported in their care, learning and development. The indoor and outdoor play spaces are used appropriately to support children in making some independent choices about their play. Staff help children develop a positive attitude towards people's differences by setting a good example of how to respect everyone and providing resources that reflect diversity. Staff have a positive attitude to continual development. They have recently moved into new premises and are continuing to evaluate the layout of the provision and activities to help focus on ways to make improvements to children's learning and development.

Staff develop positive relationships with parents which helps build effective partnerships.

Parents receive regular updates about the provision and different topics and events through the parents' notice board and newsletters. Children's progress is successfully shared with parents through daily informal chats and parent consultations meetings. The child's key person discusses children's achievements and their next steps encouraging parents to follow on at home. The setting works closely with other early years professionals to ensure children with additional needs are supported. They have established close links with the adjacent school and have begun to develop systems to link with other early years providers that the children attend.

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

Children are happy and settled; they feel comfortable to make their needs known as they are assured of a warm and caring response. Staff know children well and are attentive and sensitive to their care and learning needs. Children enjoy access to a varied range of stimulating activities that keep them occupied and interested, although, learning opportunities are not fully maximised to ensure children are sufficiently challenged to help them move on to the next step in their learning and development. Weekly planning is linked to different themes, such as 'Pirates', and covers all areas of learning; staff take account of the children's ideas and link these in with the planning. New systems of observations and assessments have recently been introduced and used by staff to monitor children's progress and achievement. Children behave well; they know what is expected through familiar routines and clear explanations. Children receive regular praise and encouragement which helps boost their self-esteem.

Children are confident and use language well to communicate, initiating conversations with adults and their peers. Staff get involved in children's play offering support but there is often little open-ended questioning to encourage children's thinking and problem solving skills. Children have access to mark making resources, although, the opportunities to encourage them to develop their emergent writing, such as labelling their artwork, is not maximised. Children have fun as they join in number rhymes, confidently counting the number of ducks on the board then corresponding this with the same number of fingers. Children are learning about the environment and the importance of re-cycling as they place their empty containers after lunch in the particular re-cycle bin. Children are provided with a broad range of creative play activities, they enjoy using their senses to explore the sand, water, paint and have fun using the telescopes they make to look around the room.

Children gain awareness of the importance of having healthy lifestyles. They follow clear routines and procedures for their own personal hygiene, and enjoy nutritious snacks of fresh fruit. Children have daily opportunities for fresh air and exercise with use of larger play equipment to help develop their large muscle skills. Children are developing a sense of how to keep themselves safe through the gentle reminders given by staff, and taking part in emergency evacuation practices.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 04/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 04/02/2010