

# The Cherry Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	221863
<b>Inspection date</b>	09/02/2010
<b>Inspector</b>	Carol Brown

<b>Setting address</b>	Cherry Hinton Junior School, Fulbourn Old Drift, Cambridge, Cambridgeshire, CB1 9ND
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<b>Type of setting</b>	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).

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## Description of the setting

The Cherry Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup. It opened in 1972 and operates from the community wing of Cherry Hinton Community Junior School in Cherry Hinton, Cambridge. All children are placed on the EYFS register only and a maximum of 26 children may attend the playgroup at any one time. The playgroup is open five days a week from 09:15am to 12:15pm, during school term times. All children have access to an enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these, three children receive funding for nursery education. Children come from the Cherry Hinton area. The playgroup currently supports a number of children who have English as an additional language. There is suitable access to the playgroup for adults and children with disabilities

The playgroup employs seven staff. Of these, five hold appropriate early years qualifications and two are currently working towards an appropriate qualification. The manager and deputy are currently working towards early years degree status. The setting is developing partnerships with local schools and has links with Cambridge Care and Education for advice training and support.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A thorough knowledge of each child ensures that the staff support children's learning and welfare at all times. Children's safety and security is given priority, ensuring that good quality learning opportunities take place both in the setting and when learning about the local environment and the wider world. Effective partnerships with parents, carers, the local school and other agencies are a key strength and ensure that the needs of all children are met, including any additional support needs. This ensures that all children progress well within the Early Years Foundation Stage. Meaningful and evaluative self-evaluation by the manager and staff makes sure that clear priorities for development are identified and acted on, resulting in provision that responds to its 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 the use of words and pictures as labels to support children's understanding that print carries meaning and enable them to make independent choices
- ensure that policies and procedures are on the premises at all times.

## **The effectiveness of leadership and management of the early years provision**

All staff have a clear knowledge and understanding of safeguarding issues and the possible indicators of abuse. They know how to make a referral should they have concerns about a child in their care. Regular training ensures this knowledge and understanding remains relevant and up to date. A wide range of relevant policies and procedures are implemented which supports the smooth running of the setting and provides positive outcomes for children and their families. However, these were not accessible on the first day of the inspection and therefore not available for parents should they wish to access them. Effective employment and vetting procedures, are in place to safeguard children's welfare. Discussions with parents and carers confirm that they are extremely satisfied with the level of care provided to their children and that they are given quality information in relation to their child's progress and development. A range of effective risk assessments is in place to identify potential hazards and these highlight what action is taken to ensure that children are cared for in a safe and secure environment.

Systems are in place for reflective practice; this is rigorous and purposeful and clearly identifies areas for development. As a result, the setting is developing good quality practice and delivering sustained improvement. Staff are valued both professionally and as individuals, this is because managers support their professional development, identifying strength, areas of expertise and providing opportunities for additional training as required. In addition, the manager and the deputy are currently studying for early years degrees. Previous recommendations made in relation to the implementation of the Early Years Foundation Stage and systems of assessing and systematically recording the progress each child makes towards the early learning goals have been implemented, which shows a commitment to driving improvement.

The ethos of the setting and the inclusive procedures in place ensures that partnerships are effective. In addition parents and carers are fully involved in the setting, either as committee members or as part of the parent's rota. Parents and carers are kept well informed and up to date about their children's learning, development and well-being. Communication from home is encouraged as this helps staff to learn about the whole child. The setting is committed to working with others and establishes effective working relationships, including the area Senco, Early Years Development workers and health care professionals.

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

Children are well supported to make good progress towards the six areas of learning of the Early Years Foundation Stage. Activities are planned to provide learning opportunities, which promote their interest and imagination, encouraging positive dispositions to learning and building on what the children already know and can do. Children are observed regularly by the staff who record their progress in line with the early learning goals. The staff effectively use this information to

identify and plan future learning. The staff are mindful of ensuring that there is a balanced approach to adult-initiated and child-led play, in order that children are provided with sufficient support whilst developing skills for future learning.

Children enjoy taking part in modelling activities. As play with play dough, making familiar shapes and using a wide range of tools to model and cut the dough including rollers, shape moulds and scissors. Children learn how to problem solve as the staff skilfully use open questioning, to encourage children to problem solve and find their own answers. Children are able to follow simple instructions and are developing their physical skills as with increasing control they engage in actions songs for example, marching, skipping, creeping and jumping in time with familiar music. Children use their imagination and seek out members of staff to join in their games as together they complete puzzles and search for pieces track to build a railway. Words and numbers are displayed, for example photographs of the children and staff are displayed with captions 'C is for Carol', however this is not consistently applied and does not fully support children's understanding that print carries meaning. Pre-reading skills are supported as the staff are developing a range of pictures that show children what resources are stored in the cupboard enabling them to make choices and requests for these to be provided.

Children demonstrate that they feel safe and secure within the setting and seek comfort and support from staff, for example a child was unsure of the inspector and sought reassurance from a member of staff. Children obviously feel secure within the pre-school as they move around the setting freely and with ease. In addition this they are confident to approach adults without hesitation for comfort and cuddles or to share their ideas. For example children talked to the inspector about the difference in colour and shape of the magnetic shapes they were playing with, whilst others were interested in accessing the inspector's computer. Children learn about safety issues within the setting as the staff present positive role models and give children gentle reminders about how to keep themselves and others safe. For example not riding outdoor equipment inside or waving scissors around. Children's behaviour is good and they are beginning to show consideration towards the needs of others, as one child shared their toy trains with another, when the child became upset.

Children are encouraged to learn about the importance of personal hygiene, washing their hands at significant times. Children are provided with regular drinks, which they can freely access throughout the session. Healthy, nutritious snacks of fresh and dried fruit is provided during a mid morning snack and children are encouraged to pour their own drinks and cut fruit with blunt knives under the supervision of the staff. The daily routine ensures that there are regular opportunities for children to be outside, enjoy fresh air and expend their energy safely. As a result, children are making good progress towards adopting healthy lifestyles.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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