

Memorial Hall Playgroup

Inspection report for early years provision

Unique reference number	226443
Inspection date	02/02/2010
Inspector	Justine Ellaway
Setting address	Stamford Street, Glenfield, Leicester, Leicestershire, LE3 8DL
Telephone number	07790 946575
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Memorial Hall Playgroup is privately owned. It opened in 1982 and operates from Glenfield Memorial Hall, Leicester. The playgroup is open each weekday from 9.00am to 11.55am and on Tuesdays and Thursdays from 1.15pm to 3.30pm during term time. All children share access to an enclosed outdoor play area.

The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 55 children on roll, all of whom are within the early years age range. The playgroup supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are five members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time in the setting. Their learning and development is satisfactorily promoted and the setting strives to promote an inclusive environment. The majority of the requirements of the Early Years Foundation Stage are being met. The setting is in the early stages of developing systems to evaluate the service to identify areas for improvement. Relevant and useful information is shared with parents to promote consistency of care and support in their development. Satisfactory relationships have been developed with other settings that children attend.

What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children and inform parents (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 23/02/2010

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review
- set, explain and maintain clear, reasonable and consistent limits so that children can play and work feeling safe and secure

- review systems so that interaction systematically helps children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning
- support children's understanding of communities, that people have different needs, views, cultures and beliefs, which need to be treated with respect.

The effectiveness of leadership and management of the early years provision

The setting is effective in safeguarding children as staff demonstrate a satisfactory understanding of the issues and procedures with regards to child protection. Risks and hazards are minimised within the setting and sufficient information is contained within the written risk assessment. Children are supervised during the session to ensure their safety. Recruitment procedures are in place and are satisfactory in establishing the suitability of staff at the time of appointment.

Relevant policies and procedures are in place with promote the welfare of children. Staff demonstrate a suitable understanding of them. However, whilst staff seek parental permission for administering medication and keep a record, this does not include sufficient detail to meet the requirement.

The setting is in the early stages of developing systems to evaluate and reflect on practice. The management team have given this initial consideration which has identified some relevant areas for improvement. However, the practise is not yet embedded to ensure ongoing reflection or cover all areas of the setting. The setting has addressed all of the recommendations from the last inspection and therefore demonstrates the capacity to make improvements.

The setting is striving to promote an inclusive environment. Useful information is gathered at the time of placement about children's needs and what they are able to do. Suitable support is provided for children with special education needs and/or disabilities. The deployment of resources is effective in providing different toys and resources during the session for children to play with. They move around freely in the large hall choosing where they want to play. Children play with a suitable range of toys, including a small number that support their understanding of others. Children also have opportunities to engage in activities that support their understanding of others, however they are not consistently supported to recognise or accept differences.

Partnerships with parents are sound, as useful and relevant information is shared about children's progress and their next stage of development. Staff make suggestions about how parents can extend children's learning at home, giving specific examples of how this might be done. Parents comment positively on the range of activities and the information they receive. Partnerships with other settings have been established and in some cases specific information is shared to promote consistency of care for individual children.

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

Children are happy and comfortable in the environment and develop relationships with both their peers and staff. They are confident to approach staff to ask for things or join in activities. They enjoy a range of activities during each session, both adult-led and free play including music and movement, story, group discussion and art. Staff maintain useful information on children's progress making relevant observations of what each child can do. This information is then used to identify their next stage of learning.

Children have a range of opportunities to count and recognise numbers through activities such as songs and games. They chat to each other and staff and are encouraged to develop their communication skills at discussion time where they talk about the weather and the day of the week. Staff also support children's understanding of letter sounds. Mark-making materials are available in the role play area and children use them in their play, for example, making notes on what is wrong with a patient when playing hospitals. They demonstrate their independence as they serve themselves at snack time and decide where they are going to sit.

Children enjoy dressing up and pretend they are people who help us, linking into a topic the previous week when visitors from the community came to talk to the children. They demonstrate that they feel safe in the environment as they confidently toilet independently. They show consideration for others and staff employ suitable methods to manage behaviour. However, on occasion the lack of clear guidance and reinforcement of the expectations means that children are given different messages about what they should do.

Children have suitable opportunities to learn about a healthy lifestyle as they have a choice of fruit for their snack and engage in an activity where they talk about and prepare different fruits. They understand why they should wash their hands at certain times. They participate in physical play with the small range of equipment available indoors as well as some outdoor activities. Children have sufficient opportunities to develop their small muscle skills, for example, using tools with the play dough to create models or joining and separating small construction pieces.

Children thoroughly enjoy creating their own art work on the easel, using either paints or chalks. They join in enthusiastically with group activities, although on occasion staff are not fully effective in supporting children's engagement as some of them undertake other tasks. Additionally, staff are not consistent in extending children's learning through their interaction as they sometimes deliver an activity at the same level, even when some children need more challenge.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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 (Records to be kept). 23/02/2010

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 (Records to be kept). 23/02/2010