

# Ambergate & District Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206707
<b>Inspection date</b>	18/03/2010
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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).

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

Ambergate Playgroup opened in 1968 and is run by a committee of parents. The group operates from the Methodist Church rooms in the village of Ambergate in Derbyshire and serves the local and wider communities.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the playgroup at any one time. There are currently 18 children aged from two to four years on roll. Of these, 14 children receive funding for early education. The playgroup is open Monday to Friday from 9.30am until 12.00pm. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities and who speak English as additional language.

The playgroup employs three members of staff. All staff hold an appropriate early years qualification. They receive support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a secure understanding of their role within the delivery of the Early Years Foundation Stage and provide an inclusive and welcoming service. Children's learning and development is promoted and they make satisfactory progress. However, ongoing review is needed in respect of planning, resources and engaging with other carers. The partnership with parents is positive and contributes towards ensuring the needs of all children are met, including any additional support that is required. Although staff are committed to improving practice, there is no robust system to self-evaluate. Risk assessments are used to identify and reduce any hazards but these do not contain all of the required detail.

## What steps need to be taken to improve provision further?

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

- improve the record or risk assessment so that it includes information on who conducted it and date of review (Suitable Premises, environment and equipment).
- 19/04/2010

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

- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- expand the range of resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture,

- special educational needs and disability issues
- develop further group learning plans so that they provide different learning opportunities for individual children based on the next steps in their learning
- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency
- update the record of risk assessment to include any assessments of risks for outings and trips.

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

The setting implements suitable procedures to maintain children's safety and welfare. For example, ensuring appropriate recruitment and vetting systems are in place so that any staff who work with children are suitable to do so. Appraisal systems are used to identify staff's training needs and ensure their ongoing development and suitability. The manager and staff have a secure knowledge of safeguarding procedures and have a clear understanding of how to report any concerns about children in their care. This helps to protect them from harm and neglect. The premises are kept clean and generally well maintained and provide sufficient space for children to play and enjoy their day. All toys and resources are suitable and safe for children to use. Staff carry out daily checks to ensure all areas accessed by children are safe and any hazards are removed or minimised. Detailed risk assessments are completed and this helps to prevent accidents. However, these do not comply fully with requirements as they do not show by whom they were conducted and the date for review. In addition, there is record to show risk assessments are completed for outings so that potential hazards are identified when away from the setting. Staff strive to improve the environment for children. For instance, refurbishing the outdoor play area to provide a stimulating and attractive place for children to play and redecorating inside the premises to brighten some of the rooms. All of recommendations raised at the last inspection have been addressed. These ensure better outcomes for children. However, the settings self assessment system is in the early stages of development and does not show how ongoing review will be used to ensure continuous improvement.

Children develop secure and trusting relationships with staff as they are warm and caring. They all work well together as a team and are aware of their individual roles and responsibilities. All of the required information in respect of children's details is gathered and this helps to ensure each child's needs are met. A key person system is in place to ensure information is shared on a regular basis. Parents receive daily verbal feedback and are encouraged to share what they know about their child. Observation and assessment systems are used to track children's progress and enable staff to identify children's individual learning needs. However, group planning does not clearly show how activities and experiences are tailored to meet differing needs and abilities. Each child has a learning journey and this is shared with their parents so they are involved in the assessment process and can continue their child's learning at home. Staff are proactive in identifying any additional help a child might require, to enable them to seek any support needed from external agencies. They have established strong links with the local school

and this is of great benefit to children when they transfer as they are already familiar with the setting and staff. However, there is no system in place for liaising with other providers who deliver the Early Years Foundation Stage for children who attend, in respect of learning and development in order to ensure continuity in their education.

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

All children are included within the setting and benefit from high levels of individual attention. The environment is warm and accepting of everyone and this means children have a positive experience. Staff are caring and develop trusting relationships with children which helps build confidence and self-esteem. Children's behaviour is managed in a calm and appropriate manner and staff are positive role models. The learning environment provides a variety of activities that include a balance of adult led and child initiated play. Most toys and equipment are easily accessible, therefore, children make choices about their play and staff respond well to their preferences and requests. Staff involve themselves well during activities and this helps to stimulate and increase children's enjoyment and learning.

Children are encouraged to develop good hygiene habits such as washing hands before eating and after using the toilet. They learn the importance of a healthy diet and of taking exercise. Staff provide healthy snacks such as fresh fruit and children can independently access drinking water throughout the session. They have daily opportunities to be active and to develop a range of physical skills as they play in the well resourced outdoor play area. They climb on the large outdoor frame and using wheelbarrows and wheelie boards to balance on. They enjoy exercise sessions where they learn to stretch and kick their legs. Staff help them recognise the effects of exercise on their body and how to cool down afterwards.

Children are supported in developing their language and literacy skills. They mark make at the writing table or draw with chalks outside on the board or pavement. They enjoy books and listening to stories. Staff hold children's interest well as they relate the story with good expression and successfully engage children by encouraging them to share their own experiences and what they know. They are beginning to differentiate between colours and enjoy exploring colour as they mix and name paints. They learn about measure such as full and empty as they use different sized containers and vessels in coloured water. Their coordination skills develop as they learn to pour water through funnels and into jugs. They begin to learn about balance as they play on the see-saw and can predict what happens when the weight on either side changes. Staff use good language and questioning to develop children's understanding of heavier and lighter. Children are able to work together and devise and share tasks, for instance, they play with the sand wheel with one child pouring the sand in and the other child turning the handle. They understand that by working together they can make the wheel spin around and the sand come back out.

Children express their thoughts, ideas and feelings in a variety of ways. For instance, they use a range of art and craft resources and their imagination to

create drawings, paintings and collage pictures. They handle tools, objects and construction materials safely and with increasing control. Children enjoy role play and dressing up and explore rhythm and movement using different music and musical instruments. They learn about nature and the natural world. They grow plants and herbs in the outdoor area and learn what each plant is called and why they have this name, such as the snowdrop. They use their different senses to find out how herbs smell as they pick them and rub them in their hands, or look at the roots of plants with a magnifying glass. Children are beginning to learn about technology as they have opportunities to use a laptop, calculator and torches. Children celebrate some festivals such as Chinese New Year where they make dragons and dance to Chinese music. Staff use hand puppets to enact different stories and situations in order to raise children's awareness of peoples similarities and differences. However, the setting lacks in resources and images that reflect different people. This limits children's ability to fully explore and embrace differences and to challenge their thinking about gender, religion, culture and disabilities.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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