

Elmdon Playgroup

Inspection report for early years provision

Unique reference number	250043
Inspection date	11/02/2010
Inspector	Kashma Patel

Setting address	Gaydon Road, Solihull, West Midlands, B92 9BN
------------------------	---

Telephone number	0121 743 6458
-------------------------	---------------

Email	
--------------	--

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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

Elmdon play group was registered in 1989. It operates from Valley Church Centre in Solihull. Children have access to a large hall and a small back room. Toilets and kitchen facilities lead off the main hall. There is access to an enclosed outside play area. The setting serves the local area.

The setting is registered on the Early Year Register. There are currently 26 children aged from two to five years on roll. Of these, 10 receive funding for early education. Sessions are from 9:15am to 11:45am on Monday, Thursday and Fridays during term time. An additional session is offered after Easter on Wednesdays from 9:15am to 11:45am. The playgroup has procedures to support children with special educational needs and/or disabilities and who speak English as an additional language.

Four staff have an early years qualification. One staff member is a qualified secondary teacher and is working towards early years professional status. There are two volunteers. The setting receives support from various agencies such as the local authority, the Pre-School Learning Alliance and the Specialist Inclusion Support Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the six areas of learning as they access a wide range of activities which are based on their individual interests. Effective partnerships with parents and other carers are in place which ensures that everyone works together to provide support and consistency for children. However, links with other providers have yet to be further established to ensure children fully benefit from an integrated approach to their care and learning. Policies and procedures are implemented well to safeguard and promote children's welfare. A system for self-evaluation is developing where some clear targets for improvements have been identified.

What steps need to be taken to improve provision further?

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

- develop further links with other providers where the care of children is shared, to promote continuity and coherence by sharing relevant information with each other
- improve the use of observations to more consistently assess children's progress and their individual learning priorities.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because staff understand their roles to protect children from harm and to take prompt action if they have any concerns about a child's welfare. Clear policies and procedures are in place and are shared with parents so they understand the setting's responsibilities to protect children. All required information is obtained about each child and their parents, including ensuring it is clear who may have legal contact with each child and who has parental responsibility for them.

Children are well supervised and robust risk assessments are in place. Staff ensure they check the outdoor area before children access and gates are kept locked during the session. This ensures children are kept safe free from hazards. Toys and equipment are carefully laid out, creating a welcoming atmosphere in the hall. Staff use a eight week rota system, which ensures children's differing abilities, interests and learning styles are fully accommodated. Sessions and routines are well-managed and enjoyable as adults are effectively deployed and children know what is expected of them and what is happening next.

Parents are well informed about how the setting operates on a daily basis. For example, staff complete information on activities using a flip chart. This includes songs and rhymes which children are learning. This enables parents to support their children at home and be involved in their learning. Regular meetings are planned to enable staff to share children's development with parents. This ensures they are kept well informed of their children's progress.

There is excellent support for children with special educational needs. The group works effectively in partnership with parents and other agencies such as the local authority to ensure children have the right levels of support. Good use is made of visual prompts and the use of sign language. For example, at snack time staff ask children the signs for milk and banana. This ensures all children are fully included.

Staff have generally good links with local schools. For example, they pass on relevant information on children's development when they begin school. However, links with other providers need to be further developed to ensure information is exchanged regularly to fully promote children's continuity of care and learning. All recommendations from the last inspection have been addressed, which shows a commitment to improving the service provided

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

Children are happy and make good progress in the six areas of learning. Staff have a good understanding of children's learning and development needs. They support all children very well so they remain involved and interested in activities. Staff carry out regular observations, which are colour coded in the six areas of learning. Staff generally know what children need to do next in their learning, however, this

information is not recorded clearly for all children attending the setting. This means that there are some gaps in the educational programme. Staff work well as a team and have communicate effectively between them.

Staff plan topics of interest and let children take the lead in their learning. For example, children decide to repair the wooden slide with work tools. They use the tape measure to work out how wide the slide is. Children develop their creativity as they sing songs and rhymes. They choose from a wide variety of instruments such as bells and shakers which promotes their imagination. Staff are sensitive to children who decide not to take part in the activity. They encourage children to join in by giving them instruments whilst they sit on the side and watch other's playing. Children explore different textures as they play in the sand, water and with lentils.

Children learn about numbers and solve simple problems during routines and activities. For example, at snack time they count cups and cartons of milk. They have opportunities to express themselves as they pass a soft toy around. This develops their understanding of taking turns and listening to others. Children learn about technology as they access a range of interactive toys and mini-computers. They show interest in the inspector's laptop as they identify letters of the alphabet.

Children's good health and well-being are very well-promoted as they all have daily opportunities to promote their physical skills. They enjoy playing outside in the fresh air using a wide variety of age-appropriate toys or inside playing basket ball, which develops their hand eye coordination.

Children feel safe with in the setting. For example, they know the routine of the day as they respond immediately when they hear the music for tidy up time. They practise the evacuation procedure ensuring they know what to do if a real emergency arose. Such effective practice, experiences and opportunities help children to develop skills for the future.

Children get on well, playing harmoniously and showing respect for each other's differing abilities and backgrounds. Through topics, discussions and using toys reflecting positive images of diversity they learn to appreciate the life and customs of others. Children take part in the celebration of cultural festivals such as Divali where they make divas and cards for their family.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

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

Met