

# Tiny Tots Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	253047
<b>Inspection date</b>	09/02/2010
<b>Inspector</b>	Diana Pidgeon

<b>Setting address</b>	Ogle Street, Hucknall, Nottingham, Nottinghamshire, NG15 7FQ
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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.

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

Tiny Tots Playgroup opened in 1977. The playgroup is situated within the Market Place Children Centre, in the John Godber building, which is close to the main shopping area of Hucknall. The group has access to a self-contained ground floor playroom and adjacent enclosed outdoor play area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for free early education for children aged three and four years. There are currently 11 children aged from two to under five on roll. The playgroup is open Monday to Friday from 9.00am to 12.00 noon for 48 weeks of the year. Children come from the local and surrounding areas. The playgroup employs two members of staff, one of whom holds an appropriate early years qualification and another who is working towards a qualification. The playgroup is run by a voluntary management committee and receives support from the Nottinghamshire Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Tiny Tots Playgroup provides a welcoming and inclusive environment for children and their families. Staff provide children with some interesting activities that help them to make steady progress towards the early learning goals. Organisation and use of the indoor environment is good, but less effective outdoors. Open relationships with parents enable relevant information to be exchanged in order to support children's welfare needs. Staff follow sound health and safety procedures and provide some suitable learning opportunities for children. The playgroup has made improvements since the last inspection and demonstrates a suitable capacity for further development.

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

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

- provide opportunities for children to know about and choose healthy snacks and to help themselves to drinking water when they are thirsty
- develop further the use of observations and assessments to identify learning priorities for each child and use these effectively to plan for future learning
- improve the use of the outdoor environment to support all areas of children's learning
- provide more opportunities for children to investigate objects, media and materials by using all of their senses.

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

Arrangements to safeguard children are suitably robust. Members of staff have a clear understanding of the Local Safeguarding Children Board procedures and know what action to take in the event of any concerns about the children in their care. All committee members and staff undergo appropriate checks to ensure they are suitable for their roles. The premises are suitably secure, and risk assessments are used to identify and minimise any hazards to children. Combined with suitable levels of direct supervision by staff this creates a safe environment for the children. The playgroup environment is bright, warm and welcoming. Play activities are generally well-presented and with resources readily available at their level, children easily help themselves to what they wish to use. Although the group has access to an outdoor area this is not used effectively to ensure children are able to learn through experiences out of doors throughout the year.

Parents are welcomed into the playgroup and value the friendliness and approachability of staff. All children and families are treated with equal respect, and staff are fully aware of children's individual preferences and routines. Staff take positive steps to promote inclusion and successfully work with children who are learning English as an additional language. Staff share information with parents about the children's learning and this is now becoming a two-way system, as parents contribute to their profiles with information about their starting points and ongoing interests. Suitable systems are in place to support children with learning difficulties and disabilities. Staff work closely with other professionals to promote continuity in care. Since the last inspection staff have worked hard to address the actions raised, and as a result have successfully improved the overall safety for children. They show a suitable regard to planning for ongoing improvements and the action plan is guided by monitoring and self-evaluation.

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

Children enjoy their time in the playgroup. They enter happily and quickly become involved in one of the various activities set out for them. Staff provide sensitive support for children who are less confident in separating from their parents, by interesting them in an activity and providing reassurance. Children make good progress in their personal development and develop a real sense of community within the group as they learn to cooperate with others and to make friends. They make steady progress towards the early learning goals because most activities help them to learn through their play, and staff provide appropriate spontaneous support for learning. Systems to observe, assess and plan for children are developing, although staff do not clearly prioritise what each child needs to learn next and then plan for this to be achieved. As a result their individual learning is not maximised. However, staff do play with the children and draw out learning by encouraging them to count, explain their ideas and persevere when tasks are challenging. For example, as children make a snake using a construction set, staff support them to find solutions when it breaks apart and encourage them to

measure to see if it is longer than the table. Children make good use of building blocks to create their own ideas, and they build a complex model of a 'chocolate factory', and on another occasion a zoo for the animal figures. Older children clearly explain their ideas and intentions because staff encourage them to speak as they play. Young children's language is supported through the use of rhymes, games and stories. Children begin to write for their own purposes and older children attempt to label their artwork. Although children are eager to play in the sand tray, a lack of sand limits what they can usefully do and there is little opportunity for further sensory or exploratory opportunities freely available.

Children move around the room freely and begin to develop physical skills as they push wooden prams, climb the small steps and help themselves to toys. They use a suitable range of small equipment, such as scissors, with appropriate care. Activities, such as marching games and indoor skittles, give children further opportunities to be active, although they do not always have opportunities to play outdoors. Children learn to follow good hygiene practices, and children remind each other to wash their hands after using the toilet. They sit together at snack time and staff encourage children to help hand out plates, cups and toast. However, snack menus are limited and do not encourage children to make healthy choices. Although children have drinks of milk at snack time and can ask for drinks in session, their independent access to fresh drinking water is limited. Children's behaviour is generally good and this is reinforced by the staff who use praise to build children's self-esteem. Children start to develop skills that they will need for the future. They learn to develop a sense of independence, to articulate their needs and to solve simple problems. This helps them towards successful transitions to school.

## 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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