

Drifffield Methodist Playgroup

Inspection report for early years provision

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Inspector

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Type of setting

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*.

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Description of the setting

Driffield Methodist Playgroup is an established group that has been providing an early years service since 1973. It operates from a church hall which is situated close to Driffield town centre. It is managed by a voluntary management committee and is a member of the Pre-School Learning Alliance (PLA). The facilities include a main playroom with adjacent smaller room, toilet facilities, kitchen and an enclosed area for outdoor play. Use of the premises is shared with other groups.

The group is registered on the Early Years Register for 40 children and children attend between the ages of two years and five years. The group is open Monday, Tuesday, Wednesday and Friday 9am to 3pm with sessions running from 9am to 11.30am and 12.30pm to 3pm. Children who stay for the full day take a packed lunch. On Thursday they are open from 9am to 11.30am. The group is open during term time only.

The group serves the local community and surrounding areas. There are currently 75 children on roll. The group supports children who have special educational needs and/or disabilities and welcomes children who speak English as an additional language.

The group employs 10 members of staff who work directly with the children, seven have early years qualifications to level 2 or 3. One staff member is a qualified teacher with an Early Years Professional qualification.

The group receives support from the development workers at both the local authority and the PLA.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe environment by an effective and supportive staff team. Their clear understanding of the Early Years Foundation Stage (EYFS) framework and how to apply it effectively in practice means that all children make good progress in their learning and development. The setting works well in partnership with parents and carers to provide an inclusive and welcoming environment. The management and staff team are strongly committed to continuously evaluating the work of the setting and enhancing the existing good practice for the benefit of the children. Ongoing professional development for the staff team is supported by the management committee.

What steps need to be taken to improve provision further?

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

- extend the information gained from parents when the child first starts and include what the child knows when they first attend the group
- continue to develop the observation and assessment records and provide opportunities for parents to contribute to their child's learning journal.

The effectiveness of leadership and management of the early years provision

Safeguarding the well-being of the children has high priority within the setting. The staff team attend child protection training courses regularly to ensure their knowledge of the indicators of possible child abuse and their understanding of reporting procedures are kept up-to-date. The management team follow robust recruitment procedures for assessing the suitability of staff to be in the proximity of the children. All obvious safety hazards on the premises are identified and minimised effectively. The records, policies and procedures that are required for the safe and efficient management of the setting, and to ensure the children's needs are met, are also maintained. This further contributes towards safeguarding children.

The coordinator and the staff team continuously review and evaluate the practice of the setting, producing an accurate analysis of its strengths as well as areas to target for development to enhance outcomes for children. Plans for the future include developing the provision of information technology equipment to enable children to learn how to operate simple programs in preparation for starting school. The recommendations made by Ofsted at the last inspection have been implemented. These include the re-organisation of the environment and activities to ensure the needs of each child are met appropriately, also systems are in place to monitor and evaluate the care and education provided. These have improved the outcomes for the children attending.

The setting engages mainly effectively with parents and carers. Most relevant information about each child is obtained from them when they join the setting to ensure the care provided is consistent. However, the information from parents in respect of children's learning, when they first attend the group, is not included. Written and verbal information is exchanged to keep parents well informed of their child's progress, and newsletters are completed for parents regularly. There are limited opportunities for parents to make a contribution to their child's learning journal. Good systems are in place to ensure that transition to school is effective, ensuring a cohesive approach to their welfare and education.

The staff team have a good knowledge of children's background and welfare needs, and take effective steps to ensure that each child is able to make good progress in their learning and development. For example, a number of staff attended language training to learn key words and liaise closely with the parents of children who have English as an additional language to ensure the children settle well.

The indoor and outdoor environment is conducive to learning as activities are displayed appealingly for children. The wide range of age appropriate play

resources are well organised to be easily accessed by the children, allowing them to independently select items of their choice. In addition, children's creative work is on display, helping them to feel at home and valued within the setting.

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

The atmosphere within the setting is friendly and welcoming. Consequently, children are happy, confident and spend their time purposefully engaged in a range of interesting activities that promote their learning in all areas. Children are observed regularly as they play, their level of attainment in each of the six areas of learning is assessed, and the next step in their unique learning journey is planned. Each child's personal learning journal/development folder clearly demonstrates the progress made towards the early learning goals. A good balance of child-initiated and adult-led activities is available. Children have great fun moulding dough, they enjoy accessing the creative resources to produce their own unique pictures. Children develop skills for the future as numeracy is well promoted through the provision of appropriate resources. Story time is thoroughly enjoyed by the children as they interact enthusiastically and anticipate what happens next in the book. Children also select books to look at by themselves and are able to see written labels and captions around the walls. This helps children to understand that print carries meaning. Children have limited access to information and communication technology, this has been targeted by the group as an area for further development.

The staff team encourage children to develop their senses as they listen to stories and do creative work. The children enjoy this and participate with enthusiasm. They are encouraged to describe what they feel and discuss how they identified their picture. Consequently, their vocabulary is expanded and they are encouraged to think critically and respond to questions.

The setting promotes children's understanding of the importance of adopting a healthy lifestyle. They explain why it is necessary to wash their hands at appropriate times of the day, and enjoy the range of fresh fruit offered at snack time. Children also have plenty of opportunities to benefit from physical exercise in the open air. They have free access to use the well-equipped outside play area to support their learning and development.

Children learn about the wider world as they make links with figures in the community, such as the children's librarian, fire officer and road safety officer. They also learn about diversity and traditions through acknowledging festivals from other cultures. Children become active learners and develop self-confidence, as they are encouraged to be independent in most areas. However, snack time is not used effectively to promote independence with staff serving and pouring drinks for the children.

The staff team are very supportive, without being intrusive to the children's play, knowing just when to ask a question or provide additional resources. They are very motivated, providing a good role model; they value children's ideas and

achievements. Children approach them readily to express their needs. Children's behaviour is good, they are encouraged to value equipment, helping to tidy-up. They learn to work cooperatively, take turns and share. This, along with the effective key person system, helps ensure each child feels safe and develops a sense of belonging.

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	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

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	2
The extent to which children develop skills for the future	2

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