

Kingston Park Playgroup

Inspection report for early years provision

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Inspector

Stephen Andrew Blake

Setting address

Kingston Park Community Centre, Brunton Lane, Kingston
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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*.

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

Kingston Park Playgroup was established in 1981 and is located within the community centre at Kingston Park on the outskirts of Newcastle. The playgroup is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children have access to the main hall within the community centre. The playgroup has an enclosed garden available to children for outdoor play. A maximum of 26 children may attend the playgroup at any one time. Kingston Park Playgroup is open from 9.30am to 12.15pm each weekday during school term times.

Kingston Park Playgroup has entered into partnership arrangements with local schools and child care providers. There are currently 30 children on roll and of these, all are within the early years age group. The playgroup serves children from the immediate and extended areas.

Kingston Park Playgroup is managed by a voluntary management committee and employs a total of three staff. Staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an appropriate knowledge and understanding of each child's individual needs, and promote most aspects of children's welfare effectively. They have established appropriate systems for delivering a balance of adult-led and child-initiated activities, although the systems for observation and assessment and for monitoring the impact of activities upon children's learning need to be developed further. Staff have established an effective partnership with parents, and share an appropriate range of written and verbal information about their child's needs and routines. They have established written risk assessments and most policies and procedures are in place to ensure that children are safe and secure at all times. However, these are not reviewed regularly. Staff have started to identify aspects of their provision they would like to develop further, and this commitment to ongoing self-evaluation demonstrates a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the system for monitoring children's learning and development to ensure that all children experience activities across the six areas of learning, as set out in the Practice Guidance for the Early Years Foundation Stage (EYFS)
- develop systems to monitor and evaluate the effectiveness of teaching in helping children to progress, with regards to achieving the desired learning

- outcomes for children
- ensure that fresh drinking water is available at all times
- ensure that policies and procedures are regularly reviewed to ensure the safe and efficient management of the setting and meet the ongoing needs of children. Also with regard to reviewing the risk assessment
- ensure the daily record of the names of children looked after on the premises includes the details of the children's key workers along with their hours of attendance.

The effectiveness of leadership and management of the early years provision

The emphasis on safeguarding is generally strong. Policies and procedures necessary to safeguard children's welfare are appropriately written and implemented effectively by staff. All staff have attended safeguarding training, have a secure understanding of safeguarding, and know what action to take if they suspect a child is being abused. Clear vetting procedures ensure that all staff working with children are suitable to do so. Staff undertake visual and written risk assessments on the registered premises daily, and documentation relating to children's individual needs and care routines is well-maintained and reflect a good level of confidentiality. However, policies, procedures and risk assessment systems are not regularly reviewed, and the daily record of the children looked after on the premises does not include the details of the children's key workers in attendance.

The current staff team have worked together for almost 20 years. Consequently they work very well together and provide stable and secure leadership to the group. Staff are suitably qualified, are clear about their roles and responsibilities and have an appropriate understanding of the setting's strengths and weaknesses. Staff have established a system of continuous improvement to ensure their practice supports children to make satisfactory progress. For example, they plan to improve the outdoor play area to include fixed climbing apparatus, and planting areas to enable children to grow their own vegetables. This helps to improve the overall quality of the early years provision and the outcomes for children. Regular staff meetings and a programme of self-evaluation means there are satisfactory systems to monitor and improve their practice and the outcomes for children. Resources are suitably deployed and this enables children to make satisfactory progress in their learning and development. An effective key person system ensures that all staff have an appropriate understanding of children's individual needs.

Staff have a good partnership with parents. Parents are valued as partners and are confident in the ability of staff to meet the individual needs of their child. Staff provide parents with access to policies and procedures and regular verbal information about children's learning, development and care routines. Parents describe staff as flexible and willing to adjust their plans at the last minute in order to accommodate parents and children's care needs. They report a secure relationship in which staff understand children's individual home circumstances, and provide children with appropriate and sensitive support. Consistent and inclusive systems of communication with all parents, result in effective partnership

and engagement. Staff have established effective links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning.

The setting promotes equality of opportunity appropriately and works with parents to support and meet children's individual needs. Staff have organised the available space effectively to ensure that each child is fully included according to their ability and stage of development.

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

Staff have created a calm, welcoming environment and have organised the available space to provide an appropriate range of resources according to children's ages and stages of development. This enables children to make satisfactory progress across all areas of learning and development. For example, children participate in craft activities and use tools to paint a range of pictures to support their physical and creative development. They work well together and are imaginative in their play, as they build a den and improvise a camping adventure. This supports children's progress across all areas of learning. Staff ensure that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities staff stimulate children's thinking by asking a range of questions to support their learning. Staff have a generally appropriate understanding of the EYFS. They have established a system of planning to ensure a balance of adult-led and child-initiated activities. However, they do not have a system for identifying how the activities impact upon children's learning and development. This means that learning opportunities are not maximised, because staff are not always clear about the desired learning outcomes for children. Staff have established a system to ensure the delivery of all areas of learning to the whole group. However, not all children attend every session, and staff have not established a system to monitor the delivery of all areas of learning to individual children. This compromises children's progress through the EYFS.

Staff have a warm and caring relationship with children who form appropriate attachments to adults and other children within the group. They apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a suitable level of sensitive and appropriate support.

Children enjoy their time at Kingston Park Playgroup. They take pleasure in listening to stories and are keen to participate in a range of songs and rhymes. Children talk freely about their day amongst each other and with staff at snack time. This further supports children's personal, social and emotional development.

Children understand how to keep themselves safe from harm by listening to staff talk about how to stay safe in the setting. Staff provide children with generally healthy snacks according to their individual needs and drinks are provided during snack times. However, drinks are not readily available to children at all times.

Children are developing independence and contribute towards the welfare of others, for example, as they help staff to clean up at the end of an activity. They are developing skills that will contribute to their future economic well-being, as they use age-appropriate information and communication technology and use role-play to support their learning.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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	2
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:	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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