

Bubwith Playgroup

Inspection report for early years provision

Unique reference number	314588
Inspection date	25/01/2010
Inspector	Christine Tipple

Setting address	Bubwith Leisure Centre, Main Street, Bubwith, East Riding of Yorkshire, YO8 6LX
Telephone number	07845 123 064
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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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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

Bubwith Playgroup was registered in 1988. It is managed by a voluntary management committee. The playgroup serves the village and surrounding areas. It operates in the Leisure Centre in the village of Bubwith, on the outskirts of Selby. The playgroup use the main room on the first floor which is accessed by two sets of stairs. The play group also use the main hall on the ground floor and other associated facilities in the centre. There is access to an enclosed outside play area and a large field.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend at any one time aged from two years to under eight years. There are currently 26 children on roll of whom all are in the early years. The playgroup receives funding for the provision of free early education to children aged three years and four years. The playgroup is open Monday to Friday from 9.30am to 12pm, term time only. The playgroup is also registered by Ofsted on the compulsory part of the Childcare Register. The playgroup supports children with special educational needs.

There are five members of staff, of whom all hold a recognised child care qualification at level 2 to 4. The play group is a member of the Pre-School Learning Alliance (PLA). The playgroup have completed the accredited PLA Quality Assurance Kite Mark.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are fully recognised and supported by the staff. The playgroup promotes an inclusive environment which enables all children to make good progress. Children's health, safety and welfare is given high priority overall by staff to ensure children are secure in their surroundings. There are regular opportunities for the children and parents to be involved with community activities. The partnerships established with parents, the school and other agencies is a key strength of the playgroup in supporting and meeting children's ongoing needs. Staff regularly evaluate their practice and identify their strengths and areas to further improve, which is effective in contributing to their continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop information provided in the risk assessment for the areas used and to include the regular checks carried out through the week by staff
- extend the range and selection of creative resources accessed by the children during the session.

The effectiveness of leadership and management of the early years provision

Staff have a clear safeguarding policy and supportive procedures. Staff have attended relevant training which they continue to review to ensure they remain up-to-date. All contact details are provided for the relevant agencies if a concern was raised about a child in their care. The safe recruitment of staff is managed effectively through the staffing policy and relevant checks carried out. This includes an induction procedure and staff appraisals which identify staff development, such as access to regular training. The playgroup have risk assessments for most aspects of the provision in place which are reviewed and monitored. However, the regular ongoing checks carried out by staff, and the information on areas used, are not sufficiently detailed within the assessment. Staff, the committee, parents and the children all contribute to the playgroups evaluation and development. Information through discussion, observations of the children and staff training, including support from the local authority enable staff to be confident to identify areas to improve. The staff, with the committee, have informed policies and procedures which include health and safety. These are reviewed and checked along with other documentation and records to ensure these remain relevant to playgroup practice.

The deployment of the staff is managed very well and provides positive support for all the children attending. The space and resources are well presented and enable children to have a balance and variety of activities which effectively promotes all areas of learning. Children use cardboard boxes and paper which is recycled for them. The partnerships with the parents is very successful and their contributions and support are valued by the staff. The allocation of a key person as a child starts provides a positive ongoing contact for parents and children. This approach enables the children to settle very well. The welcome pack, regular newsletters and a range of other information displayed ensures parents are kept well informed. This includes what the children do at playgroup and how this links to the areas of learning. Time is also provided on a daily basis for parents to talk with the staff. Positive relationships are established with the local school and playgroup staff. The children moving onto school have regular visits with staff to school, such as concerts and other activities. Staff introduce the children to the reception teacher who also visits them at playgroup. The positive approach to the sharing of information on individual children's interests and progress ensures children's varied needs continue to be recognised and supported. This enables the transition into school to be a positive experience for the children.

Staff cover various themes relating to the wider world which includes various celebrations throughout the year. Outings in the community offer the children new experiences as well as visitors to playgroup, such from the owl sanctuary, the vicar or the emergency services. Staff provide and read stories which look at other places and people around the world, which enables the children to discuss and contribute their own opinions. The planning of the sessions offers a wide range of activities which are adapted to ensure these are inclusive to all the children attending.

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

The staff offer a caring and supportive environment for the children where they learn and progress through the effective play opportunities provided. The key worker system works well in helping the children to settle and make good progress. Parents provide information in the 'all about me' sheet before their child starts playgroup, this provides staff with each child's starting points in relation to their needs and interests. Staff offer a range of positive learning experiences both inside and, whenever possible, outside. They ensure all six areas of learning are promoted and reflected in what the children do. Staff observe and assess their key children, some are spontaneous moments which are accompanied with photographs of what the children are doing. The more in depth assessments identify individual children's next steps. The staff use this information to ensure all children's abilities or needs are recognised and planned for appropriately to enable them to move forward and progress. The staff have some activities that are adult-led, but aim to provide a balance for the children, to enhance the range and selection of resources requested by the children. This enables them to self-select and make choices that follow their interests and to use their imagination which promotes a more child-led approach. Staff collate their observations and assessments in each child's learning journey file which are a positive account of what the children enjoy and learn. These are shared with the parents and their comments welcomed by staff.

Children are happy and relaxed as they come into playgroup, keen to access the interesting and fun activities and resources provided for them. This ensures their social skills are developed as well as their self-assurance and confidence. Children enjoy circle time and all are enthusiastic in their contributions, which is effective in promoting their listening skills as well as their confidence to talk in a group. The use of books is very well managed, children have a good range of stories to choose from and props are added to engage them further in story telling. Interaction by staff takes account of children being able to communicate with each other which is well promoted to develop children's language skills. Appropriate questioning by staff encourages the children to extend their explanations and ideas. Songs, rhymes and musical instruments are used with the children who follow the sounds and rhythm of the words. Children count in all areas of their play and they use tools and games to extend their knowledge of numbers. Children sequence, match and problem solve through their daily activities, to make decisions in all aspects of what they do.

The role play areas enable the children to use their imagination and recall details from their own experiences. Staff work with the children to follow their requests and ongoing interests and make changes to this area. Children use resources to investigate and to see nature around them. Construction resources offer a variety of challenges for the children. Children operate simple equipment and use a computer. The premises offer children additional indoor space to develop their physical skills as well as the outside enclosed play area and field. The staff provide a range of activities which promote physical activity, such as using the steps to

balance and manoeuvre themselves safely. The range of creative play provided for the children over the week offer a good range of experiences. They enjoy the opportunities to use different mediums, malleable materials and painting. However, this approach does not enable the children sufficient access to the wider range and selection of creative resources and tools throughout the session.

Children have healthy snacks provided daily and parents contribute a selection of fruit for the children through the week. Children all come together for their snack which offers a social time and promotes their independence. Children have access to the bathroom and are able to use all facilities to wash their hands appropriately. Children are gently prompted by staff to put their hands over their mouths when they cough to prevent germs spreading. Information is provided for parents on action to take when children are ill and the exclusion periods required. Feeling safe is managed very well by the staff with the children. This is emphasised through their use of the stairs which they do confidently. Tidying up and being aware of using tools in a safe way are part of the routines carried out with the children to develop their skills and to manage risks for themselves. Additional activities around safety when outside and on walks are practised with the children, such as crossing the road. Children's behaviour is managed in a sensitive and caring way by the staff who respond very effectively to children's individual needs. Staff provide the children with lots of praise and stickers for positive behaviour, such as being helpful and kind to each other. This is effective in building children's self esteem and contributes to their overall well-being.

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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Annex B: the Childcare Register

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

Met