

# Latham Lane Playgroup

Inspection report for early years provision

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EY398245

**Inspection date**

28/01/2010

**Inspector**

Angela Margaret Ellis

**Setting address**

The Grove United Reformed Church, Oxford Road,  
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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

Latham Lane Playgroup was registered at the current site in 2009 and has been operating for approximately 30 years. The group is led and managed by a committee. It operates from two first floor rooms located within The Grove United Reformed Church in Gomersal, West Yorkshire. An enclosed outdoor play area is provided. Access is via the side door on the left of the church, disabled access and facilities are provided. The setting operates during term time only and is open from 9am to 11.30am Monday to Friday and from Monday to Thursday from 12.45pm to 3.15pm. A lunch club is provided on Tuesdays and Fridays from 11.30am to 12.30pm.

The group is registered on the Early Years Register. The setting is registered for a maximum of 26 children at any one time from two years six months to four years. There are currently 48 children on roll in this age group. The setting receives funding for the provision of free early education to children aged three and four.

Seven part-time staff are employed, all of whom hold relevant childcare qualifications. The setting is a member of the Pre-school Learning Alliance and has also been awarded the Quality Practice Award by the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and clearly enjoy their time at the well organised and very safe setting. The experienced staff team provide the children with a wide range of stimulating activities that support children well. This is an inclusive setting where each child is recognised as an individual and their needs are met. The monitoring and evaluation systems in place and the commitment of the staff ensure that they continually reflect on their practice and make improvements that benefit the children. As a result, they show a good capacity to continually improve.

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

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

- improve how information is used from parents and other settings the children attend delivering the Early Years Foundation Stage to promote continuity and to support individual children's learning and progression
- incorporate further activities that are challenging and achievable, for example, by providing regular growing and food preparation activities.

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

Children are very well protected within the setting. Rigorous recruitment processes ensure that staff are vetted appropriately. Staff have a good understanding of their responsibilities towards safeguarding issues because they have all recently completed up-to-date training. Safeguarding policies and procedures are very clear and in line with the Local Safeguarding Children Board procedures. Staff have effectively devised and implemented a wide range of policies and procedures and keep all records accurate, which ensures children's welfare and safety. A full risk assessment is regularly carried out to minimise the risks to children within the setting. As a result, children play in a safe and very secure environment. For example, the setting has installed a video entry system which provides greater protection to both staff and children.

The staff are very experienced and work well as a stable team. They demonstrate a commitment to continued professional development. This is because they keep up-to-date with current childcare practice through training, reading relevant publications, and links with the local authority to discuss current practice and emerging issues. They demonstrate effective ambition, vision and drive, with some staff advancing their qualifications. There are good systems in place for self-evaluation and monitoring of the setting. Staff, parents and children are involved in the process through meetings, discussions, questionnaires and a suggestion box. The setting is part of a quality assurance scheme with the local authority and they receive support from development advisors. This all contributes to maintaining continuous improvement effectively. Resources are well deployed within the setting. Children freely access a very good range of resources and activities, enabling them to make choices and become active learners, although growing and preparing fruit and vegetable activities are infrequently offered. Children's work and photographs adorn the walls of the playrooms, making children feel welcome, boosting self-esteem as well as creating a very child-orientated environment. The setting takes highly effective steps to ensure resources and the environment are sustainable. For example, children walk on outings and they learn to recycle. In addition, staff are very resourceful; for example, all staff live locally and during the severe weather staff deployed innovative methods to walk to the setting in the extreme snow and ice to ensure that it remained open.

Successful relationships have been developed with parents. They receive very good information about the setting through policies and procedures, information booklets, newsletters and displays, and discussions with staff and their child's key person enhances continuity of care. Parents receive good information on the progress of their child because they have access to their development records and have regular dialogue with staff. Parents are very positive about the staff and the setting. They appreciate the care their children receive and can see the progress they are making.

Effective links have been made with some other providers where children attend, in particular the local out of school club. However, staff are not effectively demonstrating how they use information from others delivering the Early Years Foundation Stage to identify learning priorities within their planning. They have

good links with the local school which ensures an effective transition from playgroup to school. Children are learning about their own community and wider society through using a comprehensive range of resources that promote diversity. Staff encourages families to celebrate and value their own cultures and they plan activities to familiarise children with their own cultures and those of others to enable them to learn to respect people's differences and similarities.

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

Children make very good progress through the six areas of learning towards the early learning goals in relation to their capabilities and starting points. Staff use highly effective planning that takes into consideration individual children's interests and stages of development. Staff undertake regular observations of the children to highlight what children can do and use the information extremely effectively to inform planning. Staff promote inclusion within the setting and provide extra support for children with additional needs if and when this is necessary. The good range of continuous provision ensures that children make choices of what they want to do and staff incorporate children's suggestions into the routine. Staff support children extremely well during their play encouraging children to become active learners and critical thinkers. They do this in many ways, including asking open-ended questions. For example, children are encouraged to think about where to place a fastener to secure papers together when making a book and they use positional language in their explanations. Children are well equipped with the skills they need in order to secure their future learning. They use language well as they talk about their activity. They enjoy looking at books, a three-year-old draws lines and circles whilst a four-year-old is beginning to form letters associated with their names and recognises their name on a registration card. It is clear that staff relish working with the children and they bring such fun and humour to the activities they provide. For example, staff led the children in singing and marching with musical instruments to 'The Grand Old Duke of York'. The children's delighted expressions on their faces demonstrated how well they enjoy and achieve at the setting.

All children show a strong sense of security and feel safe within the setting. This is because warm and trusting relationships have been developed between the staff and the children, which increases the children's sense of well-being and confidence. Children show an excellent understanding of what is expected of them in order to keep themselves and others safe. They are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. Children learn to develop an understanding of adopting good personal hygiene practices. For example, children know why they need to cover their mouth when coughing to prevent germs from spreading and without prompting get a tissue to wipe their nose and place the tissue in the bin. Children learn about the benefits of healthy eating because staff offer a balance of nutritious snacks that includes plenty of fresh fruit and vegetables. The children enjoy being active and taking part in a varied range of physical activities, which supports children's physical development. Children learn

to care about and respect each other through learning to share, taking turns and using good manners.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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