

# Redcar Sunny Days Playgroup

Inspection report for early years provision

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**Unique reference number**

EY342162

**Inspection date**

25/01/2010

**Inspector**

Elaine Marie McDonnell

**Setting address**

Redcar Community College, Kirkleatham Lane, Redcar,  
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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**

Redcar Sunny Days Playgroup is owned and managed by a voluntary management committee. It is situated in a portable building within the grounds of Redcar Community College Secondary School and has operated here since September 2006. The playgroup was registered at a previous address from 1977.

A maximum of 36 children under eight years may attend the provision at any one time. There are currently 70 children on roll, aged between six weeks and four years of age, with the majority being aged two years. The playgroup also provides a crèche service, for children of parents attending courses in the school building and out of school care for children aged up to eight years, during school holidays.

The setting is in receipt of nursery education funding, including 10 places for free early education for two-year-olds. The playgroup supports a small number of children with special educational needs and/or disabilities.

The playgroup operates each weekday morning all year round, with the exception of two weeks at Christmas. Operating times are between 9am and 12.00 noon, there is an extra session on a Thursday, when children may also attend between 1pm and 3.30pm or they can bring a packed lunch and stay all day.

Children have access to two separate rooms within the building and there are also two secure, enclosed outdoor play areas. Nine members of staff are employed to work directly with the children, excluding the manager. All staff hold appropriate early years qualifications, with nine of these being at level 3. The manager is in the process of working towards graduate and Early Years Professional Status, having completed the foundation section of an early years degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Inclusion is very well promoted and the provision is effective in meeting the needs of children. Appropriate links have been formed with some other professionals to support children's additional needs. Rigorous observation, assessment and planning routines ensure that all children are making good progress in their learning and development. They have excellent access to an extensive range of attractive resources, activities and play experiences which cover all areas of learning. An appropriate process of self-evaluation has been introduced and satisfactorily supports the continuous improvement of the provision. Children's overall welfare is effectively promoted and safeguarded by enthusiastic and caring staff.

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

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

- develop the process of self-evaluation to effectively support the continuous improvement of the provision
- continue to develop links with other settings that children attend and ensure continuity and coherence by sharing relevant information.

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

Children's welfare is very well safeguarded within the provision. Rigorous and robust recruitment, vetting and induction procedures are in place and are understood by all staff. Comprehensive risk assessments are undertaken, recorded and reviewed and all necessary steps are taken to ensure a safe and secure environment for children.

The deployment of resources is a particular strength within the setting. The environment is extremely warm and welcoming and all children have easy access to an excellent range of toys, furniture, equipment, play experiences and activities, which cover all areas of learning. The exploration garden promotes children's investigation skills and their knowledge and understanding of the world, whilst the other, separate outdoor play area promotes other development well, including physical skills and imagination. Adult to child ratios are sometimes above minimum requirements and this ensures that children receive excellent support and attention from staff.

All staff have a good attitude towards equality and diversity and ensure it is well promoted through the varied programme of activities and resources. All children are included and involved, their individual needs are well met. The provision cares for a small number of children with additional needs and very good partnerships with others have been formed to ensure that their needs are well met. However, partnerships with other settings are not established when children have no additional needs.

Staff have a good attitude towards driving improvement and the manager has started to implement a process of self-evaluation. However, areas for continuous development have not yet been effectively identified. Recommendations from the previous inspection have been fully addressed and as a result children have excellent access to wonderful outdoor play facilities. All staff have an excellent attitude towards personal development and have had access to many different training courses since the previous inspection.

Partnership with parents and carers is good. Parents are kept well informed of their child's development and progress through regular discussions with their child's key person. They also have access to their child's development files, are invited to meetings and receive newsletters. Parents also have good access to the policies and procedures of the provision. Their views are sought through general, informal discussions on a regular basis, and also through the issuing of questionnaires, which all contain very positive comments about the provision.

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

Children's learning is regularly observed, assessed and recorded. The next stage in their development is effectively identified and promoted, resulting in them making good progress towards the early learning goals. Children thoroughly enjoy their time at the setting. They are well occupied and stimulated with the extensive range of indoor and outdoor resources and learning experiences available.

Staff are sensitive to the needs of the children and support them very well. Children present themselves as being happy, settled and secure in the playgroup and their individual needs and preferences are taken into account during activity planning. Children are helped to learn about safety through discussions, activities and routines, such as being involved in fire drills. They also remind each other not to throw water indoors and help staff to mop the floor around the water tray.

Children are encouraged to adopt healthy lifestyles and learn about foods that are good for them. They are provided with a variety of healthy and nutritious snacks and drinking water is readily available. Children participate in good personal hygiene routines which help to prevent the spread of infection, they know that they wash their hands to 'get rid of germs'. Good procedures are in place to promote children's overall health and all staff have first aid qualifications.

Children have a very positive attitude towards learning and participate well in activities. They regularly make choices about what they want to do and play with. Children are well behaved and behaviour is effectively managed by experienced, calm staff who expertly distract children and get them involved in other activities to prevent unwanted behaviour. Positive behaviour is promoted through lots of praise and encouragement. Personal, social and emotional development is a particular strength within the setting. Children form good relationships with staff and peers, they remind each other of simple rules and help each other when needed, such as with jigsaw puzzles and other tasks.

The varied learning programme ensures that children learn about and have a developing respect for their own cultural beliefs and the beliefs of others. At the time of the inspection children participated in meaningful activities relating to Chinese New Year. Children's communication skills are well promoted and they listen with enjoyment to stories, songs and rhymes and use their voices imaginatively in role play, such as when making up dinosaur sounds.

## 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	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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	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