

Paddington Playgroup Stage One

Inspection report for early years provision

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Inspection date	21/01/2010
Inspector	Eira Gill
Setting address	Escotts Primary School, Lewes Road, East Grinstead, West Sussex, RH19 3TY
Telephone number	07714662051 AM
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Paddington Playgroup Stage One has been registered since 2001. It is the sister group of Paddington Pre-School Stage Two and is specifically for children aged two to three years. Both groups are owned and managed by the provider. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The setting occupies a room in Escotts Primary School, East Grinstead and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Accommodation consists of a fairly large playroom that includes a kitchen area. The playroom has its own toilet suite and changing facilities. In addition there is an enclosed outdoor play area. The setting has good links with the host primary school and receives support from the Pre-School Learning Alliance. The setting receives funding for 18 children.

The setting is open each week day during term times only from 08:45 until 11:45, term time only. A maximum of 20 children may attend at any one time. Of these, no more than 16 children may be under three years. There are 47 children on roll.

The setting employs nine members of staff including the manager and supervisor. Of these, five have a National Vocational Qualification Level 3 or its equivalent. Four members of staff have no qualifications and two are waiting go on courses.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Partnerships with parents, outside agencies and the school on site are good and contribute to all these young children feeling happy and safe. The uniqueness of each child is considered appropriately by all staff. The children enjoy their time in the setting and fully explore the range of toys. The issues identified in the last inspection two years ago have been tackled reasonably well and the capacity for improvement is satisfactory.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of aspects of the environment that need to be checked on a regular basis (suitable premises, environment & equipment). 01/03/2010
- plan the use of the outside learning environment so that children have opportunities throughout the year to develop their gross motor skills (organisation). 01/03/2010

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

- make a start on formally evaluating the provision.
- improve planning and assessment by ensuring that all staff learn to identify the next very small steps of learning each child needs to make in order to make good progress and include those steps in planning.

The effectiveness of leadership and management of the early years provision

Self evaluation is informal but enables the manager and assistants to improve the setting by ensuring, for example, that the three year old children now have more appropriate resources. The recommendation from the last inspection to ensure that the book corner is made more inviting has not yet been put into place although is on order. Most policies and procedures are in place, regularly reviewed and updated. Risk assessments are carried out regularly. However, assessments are simply a visual check. No notes are made of the date or if any risks have been identified. Staff members are carefully vetted, alert to health and safety issues and most receive training. Children are protected appropriately.

Satisfactory monthly planning meetings check the quality and assessment of children's learning and a good system of assessment has been established with the help of the local authority. Each child has had a learning journal since October. Parents write in this document before the children start school giving details of their particular needs and interests. Key workers write observations of how the children have settled and make notes on how they respond socially to snack time, for example. There is little evidence of key workers identifying the children's very small next steps in learning.

Staff resources and accommodation are used well to support children's learning. The outside learning environment is a considerable distance away. It is necessary for staff to lead children through a large car park and there can be no free flow of activity and is not used from November until March. Resources are in good condition and stored neatly.

All members of staff fully respect the different backgrounds and specific needs of the children. Parents are very appreciative and have great confidence in the staff. They say, 'Everybody here is very caring', and 'Each child's needs are catered for' and 'He would come every day if I let him.' Links with the host school and the setting's partner setting for four year olds are good and enable all children to settle well. Good links with local agencies, such as the speech therapist and the Portage system are greatly valued by the manager and enhance the quality of children's personal development and their learning.

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

Children enjoy being in the setting. They are well cared for and their welfare is promoted appropriately. They are safe. Children from all backgrounds and in different groups are developing a sound knowledge base and make reasonable progress in all six areas of learning. This will help them in the next stage of their education. A few can recognise their own names when they are helped to self-register on arrival. They learn how to be healthy by washing their hands after going to the toilet, for example. Children look forward to their snack time and sit quietly together. They enjoy their toast and fruit and are able to make a choice of the drink they want. During snack time the assistant gently asked if they knew the colour of their plates although not all could recognise the colours.

Socially, these young children are developing well. A very few are confident enough to talk to visitors and most of the children play amicably using the same resources. They particularly enjoy re-enacting the behaviour of adults and try to fill up their cars with petrol and struggle with the ironing board before carefully ironing some of the dolls' clothes. Boys and girls busy themselves in the 'kitchen' putting equipment away in the cupboards and attempt to dress the dolls with clothes from a basket. One assistant joined in their play skilfully and pretended to drink the cup of tea she was offered by two boys. She asked, 'Are you going to wash up my cup now?'

Relationships are good. Assistants are very caring and ensure the happiness of all children. They quickly step in if children are looking a little unsure of what is happening or look tired. They help children choose appropriate equipment from the plentiful supply of toys available. Some groups of children work with the assistants in the sand tray or build tower blocks with bricks. Others learn how to handle different types of pencils and wax crayons to make marks on paper. All children are gaining independent skills appropriately and the older ones are able to put their own work away in their drawers.

Children very much enjoy helping to put away all the equipment during packing up time and are very efficient. They made a good contribution to the setting. Before going home, children listen to the tape-recorder and performed all the actions of the 'The Dingle Dangle Scarecrow' with great gusto. The children were clearly very familiar with the 'The Hairy Caterpillar' story and called out the correct answers to the assistant's questions.

Although there are plenty of toys for the children to play with, there is no opportunity indoors for the children to develop their gross motor skills by climbing under, over and around climbing equipment.

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	3
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

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	2
The extent to which children make a positive contribution	2
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

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