

Swinton Playgroup

Inspection report for early years provision

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Inspection date	02/03/2010
Inspector	Carol-Anne Shaw

Setting address	The Reading Rooms, Swinton, Malton, North Yorkshire, YO17 6SR
Telephone number	07879 834975
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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

Swinton Playgroup is an established group that has been providing care for over 30 years. It operates from the village hall in Swinton, a village two miles from the market town of Malton. The group is a registered Charity managed by a voluntary committee, it is a member of the Pre-school Learning Alliance. The facilities include a main playroom with adjacent toilet facilities, one room for a café area, plus an enclosed garden for outdoor play and learning. The group serves the local community and a number of villages within the surrounding rural area.

The group cares for up to 24 children under five years and takes children from two and a half years old. They are registered to care for 24 children, on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The group receives support from the local education authority. Session times are between 9am and 11.30am Monday to Thursday during term time only. On Tuesday and Wednesdays the children can bring a packed lunch and stay for the afternoon sessions from 12.30pm to 3pm.

Five members of staff work directly with the children, most of whom have relevant childcare qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The staff team work very closely with parents to ensure they have a detailed knowledge of each child's individual needs. This ensures that all children have their care and learning needs effectively promoted. Children become confident, independent learners and they make good progress in relation to their starting points. The staff team and management committee are motivated in their endeavours to make improvements in the facilities and outcomes for children. They work to continually evaluate and develop the facilities to make sure that the environment is effectively organised, offering a good range of inclusive learning opportunities to all children.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment systems to give more detail of the possible next steps in learning
- continue to build relationships with other providers offering the Early Years Foundation Stage, to progress the outcomes for individual children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the clearly defined procedures followed by the group. The clearances of the staff and other adults involved with the group, as well as effective recruitment and training programmes for all staff support children's safety. All the documentation necessary for the safe management of the provision is well organised, professionally maintained and kept up-to-date. The records of children's details are confidentially filed, and the staff team are vigilant in keeping risk assessments, as well as accident and medication records.

The staff and committee are motivated in promoting children's care and learning, and continually make relevant improvements. The staff team progress their professional development and are effectively supported by the management committee. Positive consultation with the landlord, support from the local authority and suggestions from parents enable them to make the best use of the building. For example, the development of the outdoor learning environment is having a very positive impact on children's learning and development. The group are beginning to build relationships with other providers of the Early Years Foundation Stage, however, these are in the early stages.

The recommendations from the last inspection have been completed by the group, and the changes to the building have improved children's independence. A successful key person system and close, supportive liaison with parents ensures that children's individual needs are effectively supported. The wide range of activities and resources are well organised to provide a welcoming and enabling environment indoors and outdoors. The staff organise a wide range of activities and experiences to support children's understanding of diversity.

The staff work very closely with parents and make many observations of children at play to establish their level of development. On the whole, they use this to plan for children's continued learning and development across all areas of learning and to keep parents fully advised. However, as identified by the staff themselves, the learning journals are not systematically effective in targeting the possible next steps in their learning for individual children. The current developmental summary, reviewed each term, provides a good opportunity to share with parents how children are developing. Comprehensive information is available for parents in the form of policies, procedures, notices and newsletters. There is a good two-way flow of information about individual children and their continually changing needs. Parents are complimentary about the pre-school, stating how well their children develop in their confidence, independence and enjoy coming to the group.

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

The staff work effectively as a team each day to create an effective learning environment where children are confident and motivated. The trusting three-way relationships, that children have with the staff and their parents together, further

promotes the happy settled atmosphere. Children part easily from their parents and wave happily to them as they leave the building. The well-organised, relaxed environment is a key factor in the success of the setting and in children's learning and development.

Children are proud of the warm praise and encouragement they receive for their efforts and behaviour, and they are confident and behave very well. They play cooperatively and take turns with the minimum of adult support and show a great deal of consideration towards their friends. The daily group discussions further encourages their appreciation of their friendships. Children become confident in the well-rehearsed routines that promote independence in relation to their welfare and their learning. For example, they confidently select their own snacks, ensuring their name is ticked to say they have had it. They easily find their favourite number game on the low level shelves and older children put their names on artwork. The younger children confidently ask the adults for support when required to use the toilet, and older children freely access and inform staff they have washed their hands and support the younger children with coats.

Due to the inviting, accessible presentation of the broad range of resources, children make good choices in their play and learning. For example, whilst playing in the sand children will spontaneously reach for other resources to support their play. Outside a magnifying glass is used to observe a spider. The garden centre is used throughout the sessions to fill pots and plant flowers. The staff are skilled in supporting children's learning and development wherever they choose to play and to extend their learning. For example, they skilfully use conversational questioning to help children to think about the shapes they are making with the modelling dough. Children are often very creative, they concentrate for prolonged periods as they use the glue or sticky tape dispenser for their creative work, and they engage very confidently in role play and join in games on the magic carpet. They learn to use tools safely, and confidently join wood with a hammer and nails.

Children develop a clear understanding of how to keep themselves safe whilst on the premises. Because children are so confident in daily routines, they know how to organise themselves ready for group time, put on their coats and boots to play outside. They also learn the climbing and balancing skills which are necessary for keeping themselves safe, as they become more adventurous in their play. Children confidently discuss their health and hygiene needs with staff, which helps them to become more aware and capable in managing their own needs. Children enjoy the healthy snacks and they develop a good level of understanding of healthy eating. The staff are proactive in making sure that children have plenty to drink and that parents understand the importance of providing healthy foods in lunch boxes. The children concentrate at their play and enjoy the outside learning opportunities in the fresh air.

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