

Nafferton Playgroup

Inspection report for early years provision

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Inspector Carol-Anne Shaw

Setting address The Village Hall, Middle Street, Nafferton, East Riding of
Yorkshire, YO25 4JS

Telephone number 07721750948

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Nafferton Playgroup is an established group that has been operating since 1972. It operates from the village hall in Nafferton, a rural village situated on the outskirts of Drifffield. It is managed by a voluntary committee and is a member of the Pre-school Learning Alliance. The facilities comprise of two playrooms with adjacent toilet and kitchen facilities. There is no provision for outdoor play on site; however, children are taken for walks in the immediate area and provision is made for physical activities at the local school and park.

The group is registered on the Early Years Register for a maximum of 36 children, when care is provided in the main playroom and the smaller back room. There are currently 57 children on roll aged between two years and four years. The opening times are Monday to Friday, from 9.05am to 3.05pm, term time only. The group serves the local community and surrounding rural areas. The group supports children with special educational needs and/or disabilities, and welcomes those with English as an additional language.

There are eight members of staff employed to work with the children; of these, two have attained a relevant childcare qualification at level 4, one has attained a level 3 and two have attained a level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and committee recognise the importance of building effective partnerships with everyone involved with an individual child. The group has built excellent links with parents and uses these relationships effectively to ensure children receive individualised care, and make good progress in their learning and development. The staff work together to monitor the service they provide for children and families, ensuring the group is inclusive and welcoming for all. They take effective steps to bring about changes, and continually improve the outcomes for children ensuring children's continued safety and wellbeing.

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 enabling environment, both indoor and outdoor, to support children's learning through play
- continue to progress the systems for monitoring and reviewing the children's welfare and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded most effectively through comprehensive recruitment procedures, which ensure qualified and committed staff are employed at the group. Comprehensive risk assessments are carried out for all areas of the premises, high-risk activities and individual outings. The staff have an excellent awareness and understanding of safeguarding procedures and regularly update their knowledge through training, ensuring the required policies and procedures are reviewed and updated immediately after training events. Good staff ratios are maintained and the staff are effectively deployed to ensure all children receive focused supervision and support. Children have space to play and are able to access a wide range of well-maintained resources.

All staff hold a first aid qualification and parental consent has been obtained to seek emergency advice or treatment. The procedures in place to protect children's health are effective. Any special health care needs are fully documented, and working closely with parents ensures that individual children's health care plans are fully met. The staff receive training in administering any necessary emergency medication or treatment linked to individual children. The registration forms contain comprehensive information to safeguard children, these are used effectively to ensure that the staff are confident in meeting children's individual needs. There are highly effective established channels of communication between other professionals involved with individual children.

The dedicated team work well together and evaluate the effectiveness of the routines and activities to plan for improvements. They have ongoing self-evaluation through constant communication and have regular meetings booked to formalise their future development. There are good systems in place for tracking children's development towards the early learning goals; they have begun to review these and have realised they do not have an overview of all children's learning to use as a management tool. This has been included as an ongoing area to support further development. They have kept Ofsted informed of changes to the committee to enable relevant checks to be made. Arrangements have been made for children to access outdoor play at the village school, they are also raising funds to develop different ways to support the limited access to outdoor play. All of these were recommendations at the previous inspection. Annual appraisals are used to identify staff strengths, and target training.

The excellent partnership with parents, and other providers delivering the Early Years Foundation Stage, ensures that each child's key person has the comprehensive information required to plan and support individual children's learning and development. The group has taken a lead role in establishing effective working relationships. Parents are well informed of their child's learning and have many opportunities to be involved. The key worker asks parents to contribute information on their children's activities and life outside of the group. The staff work very closely with parents, and other professionals and agencies, to assess any welfare or learning needs; this ensures that children are settled, happy and progressing according to their own abilities. All children are valued and engage in a

wide range of activities and experiences that help them make a positive contribution and value diversity.

Parents receive a visit, and information pack, prior to their child starting. Further information about the provision and activities is shared through newsletters. There is good information displayed in the kitchen on the noticeboard, together with other relevant folders of childcare information, policies and procedures. Children's learning-journey development records are freely available to parents, and they receive verbal feedback after each session to understand what their children are doing and how they are achieving. The prospectus provides good information on the aims of the group, activities provided and parental involvement.

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

All children make good progress towards the early learning goals. The staff make regular observations of children's achievements and use these to plan for their next stages of development, based around the children's interests. There is good interaction with the children; staff use open-ended questioning and pose problems to challenge children's thinking. The children are confident to ask for further equipment, and staff extend and challenge children's play and learning by providing more. Books are available and staff encourage children to use them appropriately; they enjoy looking at the pictures while listening to the story. Staff show children how to use the music equipment and care for the compact discs, so that they can use the equipment themselves. Children enjoy whole-group stories where they are encouraged to interact, ask questions and predict outcomes. They become engrossed and enthusiastic, and they are eager to use the book again independently. Puppets are used very effectively to support children's learning.

Children have excellent opportunities to develop a safe and healthy lifestyle. They have daily opportunities to engage in physical activities. One member of staff has done some training, which supports children in gaining a good awareness of safely managing appropriate risks. Children are able to access fresh drinking water throughout the session and are provided with a range of healthy snacks; for example fruit and raw vegetables. Activities are used to further promote children's awareness of healthy eating; for example, they make fruit salads and they link the porridge in the Goldilocks and the Three Bears story to eating a healthy breakfast.

Children enjoy being given responsibility and are well behaved. They are beginning to think of other people's feelings and demonstrate an awareness of behavioural expectations; for example, one child kindly allows another to play on the ride-on tractor first. Children are confident communicators and enjoy telling the whole group about their activities. Older and more able children form recognisable letters, as they write letters and cards and put their names on their work. Through daily routines children are beginning to recognise their written names; for example, the older children self-register and find their names at snack time. They count as they play, recognising that numbers come in sequence. Children's creativity and imagination is effectively promoted through good access to resources. Children make two dimensional collages and explore malleable

materials.

The group has started to do home visits for the younger children before they attend. This has been found to be very beneficial to children settling quickly and making good progress from the beginning. The committee have agreed for this to be rolled out to all children in the future. The children enjoy their time at the group and there are effective arrangements in place to support their transition to school.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	2

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