

East Coker Playgroup

Inspection report for early years provision

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Inspector

Janet Armstrong

Setting address

East Coker Sports Pavillion, Long Furlong Lane, East Coker,
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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

East Coker Playgroup has been established since 1973 and operates from the sports pavilion in the village of East Coker, on the south side of Yeovil, Somerset. The playgroup is run by a committee of parent volunteers and provides care for up to 28 children from age two to under eight years. The playgroup is open Monday to Friday, term time only from 9am to 12pm with a lunch club from 12pm to 1pm and afternoon sessions from 1pm to 3pm. They also offer breakfast and after school sessions on some days. During the school holidays, sessions are organised according to the demand for places.

The playgroup is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll, all of whom are in the early years age range. The playgroup is in receipt of the government funding for early education. They cater for children with special educational needs and/or disabilities. The pre-school has links with other early years settings in the area.

The premises can be accessed via a ramp and the accommodation is set out on the same level. It offers use of a main playroom with kitchen facilities, a smaller playroom, toilets and storage facilities. There is a concrete outdoor play area and a large sports field for children to use.

The playgroup employs a qualified play leader who holds NVQ Level 3 in childcare and education. She is supported by eight members of staff, of whom six hold a recognised childcare qualification and two who are working towards one.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident learners. Their individual needs are met well by a knowledgeable staff team who are positive, welcoming and enthusiastic in their approach. Children's learning is promoted well, through a good range of activities and learning opportunities overall, that promote the children's interests and experiences and offer appropriate challenges. The children respond well to the staff's positive interaction and show good language skills and developing problem solving skills. Management systems for self-evaluation means that areas for improvement are starting to be identified, with some progress made in working towards achieving them to promote continuous development and ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure the children's times of arrival and departure 12/03/2010

are recorded (Documentation)

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

- further develop staff skills so that they consistently challenge children in all aspects of their learning through regular routines
- develop the self-evaluation systems to help focus attention on addressing the identified areas for improvement to drive forward future developments
- develop the planning, observation and assessment systems so they provide focus on the children's key next steps in their learning and help them make even better progress through the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well. Staff have a secure knowledge of child protection issues and the correct procedures to follow should they have a concern about a child in their care. Staff vetting systems enables management to determine staff's suitability to work with children. Effective staff deployment and supervision means that children are able to play and explore safely, both indoors and outside. Daily risk assessments undertaken helps to ensure all areas accessed by the children are safe for their intended purpose. Staff teach children about expectations and boundaries so that they learn about realistic potential hazards around them as they play, for example, when cooking and playing outside.

There is good organisation of resources, staff and the environment to support children in their play. The premise is child-orientated and welcoming. Staff deploy themselves effectively and share tasks and responsibilities so that children and each other are well supported. Children have independent access to a wide range of activities and play provision that is planned for and set up by staff each day, as well as having free access to initiate their own learning, such as arts and crafts materials, puzzles and construction.

Children are well behaved and respond positively to the gentle reminders of staff so that they play well together, share, take turns and consider the feelings and needs of others. They learn about diversity and difference through planned themes that celebrate a range of cultural festivals, such as Easter and Chinese New Year and have access to resources that raise their awareness of the wider world in which we live.

All the necessary written records, documents, policies and procedures are in place to promote children's well-being. Although the times of children's attendance are not clearly recorded, which is a requirement of the Early Years Foundation Stage. Positive relationships have been formed with parents which enables both parties to work well together to ensure that children are secure and well cared for. Parents receive information about the setting's aims and practices through a prospectus. They share what they know about their child's likes and interests and are kept up to date about any concerns and progress through regular discussions with staff.

Recent systems have been introduced to enable them to work closely with other early years settings that children attend to promote a consistent approach in supporting the children.

Staff work very well together as a team. They are positive and enthusiastic in their approach and have regular opportunities to contribute and share towards decisions. They are supported and encouraged to attend regular training courses to update their knowledge and skills. Self-evaluation systems have begun to highlight strengths and identify weaknesses and areas for improvement, with attention now needed to focus on addressing these identified areas.

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

Children are happy and show high levels of self-confidence and self-esteem. They relate well to familiar adults and each other as they engage in their play, showing enthusiasm and interest in the activities offered. Children have a good introduction to leading healthy lifestyles and keeping themselves safe. They benefit from the regular opportunities to engage in physical activities, enjoying the freedom to run around and develop their ball skills in the large open field. They learn about realistic potential hazards in their daily lives, such as how to use knives and that steam coming out of a pan when cooking means 'It is hot and we need to be careful'. Outdoors, they learn about the boundaries and expectations to keep within a certain area so that they can be seen and supervised. This helps children to play a positive role in keeping themselves and others safe.

Children have good opportunities to develop their problem solving and number skills through some planned activities. Although these are not extended during all aspects of the session. At registration and snack time when all the children are together, opportunities are missed to introduce them to counting and simple calculation in everyday situations, such as identifying how many girls, boys, staff, visitors are present, or how many pieces of fruit they can have and how many children have milk or water. During a small group, planned cooking activity, the member of staff uses number language well to introduce children to different concepts. She tells them how much is needed for each ingredient and using the digital scales, asks the children to let her know how much she has and when they have enough or too much, explaining what 'too much' means. A couple of children help to set up for snack time, counting the number of chairs they have and are asked how many more are needed.

Children also have good opportunities to develop their mark making skills through some planned activities. Although these are not always consistently promoted during the session. For example, a couple of boys use clipboards, pens and paper and go around the play areas asking children and adults what their favourite food is. They record the data using lines, squiggles and circles and refer to it when passing the information onto others. 'She (pointing to a member of staff) likes spaghetti bolognese and a cup of tea!'. Staff sit with children at the painting table and ask them about the pictures they have created and label their work with the child's name and description, without giving children the opportunity to have a go

themselves. Although, later in the session, some children use pens, paper and their name cards and copy the letters to label their own work.

Children use their language and communication skills with confidence to share their thoughts and ideas, for example, a three-year-old is asked why they have not got their apron on at the water tray. The child considers the question carefully, before answering 'It was an accident!'. In the book corner, two and three-year-old children enjoy the range of books available. A two-year-old picks up a book and announces that 'This one should be put away as it isn't Christmas anymore!'. A three-year-old is aware that not all books have writing and uses the pictures to tell the story.

Planning, observation and assessment systems are comprehensive. Staff use their observations and work with parents to identify the children's interests to help them when planning to provide appropriate activities to support children's learning. The observations show the activities children are engaged in and are linked to the Early Years Foundation Stage. These are supported by photographs and evidence of the children's creative work. However, key next steps are not clearly identified to enable staff to focus their attention on these next steps to ensure each child is fully challenged and their learning extended.

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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