

Ellistown Playgroup

Inspection report for early years provision

Unique reference number 226202
Inspection date 01/03/2010
Inspector Tara Street

Setting address The Community Centre, Ellistown CP School, Whitehill Road, Ellistown, Coalville, Leicestershire, LE67 1EN
Telephone number 01530 260301
Email Playgroup@ukbrown.com
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*.

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

Ellistown Playgroup is privately owned and managed. It opened in 1987 and operates from the community centre situated in the grounds of Ellistown County Primary School in Ellistown, North West Leicestershire. There are no issues which may hinder access to the premises. Children have access to the school's secure enclosed outdoor play area. A maximum of 30 children aged under eight years may attend the setting at any one time. The playgroup currently takes children from two to five years of age. The setting is open Monday to Friday from 9.00am to 12.00pm term-time only.

There are currently 47 children on roll who are within the Early Years Foundation Stage. Of these, 30 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the owner, who work directly with the children. Of these, five hold an appropriate Level 3 qualification in early years, one holds a Level 2 qualification and two are currently working towards a Level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Ellistown playgroup provides effectively for all the children who attend. Staff take care to get to know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. Children thoroughly enjoy their time in the setting and their welfare is well-promoted. Efficient systems to monitor and evaluate the setting's performance provide good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary framework and continuity of learning and care
- ensure regular evacuation drills are carried out and recorded
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The owner of the playgroup is focused on ensuring that all children have effective opportunities to develop and make good progress in their learning and that their welfare is promoted well. There is a strong sense of purpose and commitment within the team of motivated and enthusiastic staff who work very well together. Most of the records, policies and procedures, which are required for the safe and efficient management of the setting, are in place. These are implemented well to ensure that the needs of all children are met and that they are protected. However, evacuation drills are not carried out and recorded on a regular basis. All staff have an up-to-date understanding of safeguarding children's issues. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. There are sound recruitment policies and procedures in place. Children are cared for by qualified and experienced staff who are well supported in order for them to fully develop their skills through ongoing training. Resources and the premises are well maintained and suitable for their use, as the staff effectively monitor and update the detailed risk assessment. Staff are effectively deployed within the setting which is well-organised with different areas of play set out to enable children to make free choice. The owner and staff have a clear vision for the provision and demonstrate a strong commitment to further development and promotion of all outcomes for children. The owner fully involves both staff and parents views when reflecting on practice and carries out clear self-evaluation. Previous recommendations have been met and the provision meets its own targets.

Staff work closely with parents and build strong relationships with them. Effective communication and sharing of information means children's needs are known and met. Initial information about children's likes, dislikes and interests are requested at the time the children start attending, and on an ongoing termly basis, in order to give staff a basis for planning activities that the children will enjoy. The setting fosters good partnerships with other professionals and this really benefits the care of children with special educational needs and/or disabilities and those who speak English as an additional language. Staff are committed to inclusion and have experience and training to support the care they provide. However, sharing of more regular information about children's ongoing progress and achievements with other early years settings, where children also attend, is not fully established in order to ensure a complementary framework and continuity of learning and care.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Staff engage very well with the children and develop positive relationships. They praise children's achievements which motivates them to learn and develop positive self-esteem. An effective key person system enables parents to feel confident and children to feel safe within the setting. Staff throughout the

setting use questioning techniques effectively to extend older children's learning and thinking skills.

Staff use their good knowledge of the Early Years Foundation Stage to plan a wide range of enjoyable activities. Planning takes account of children's interests and provides a relevant and appropriate curriculum that is well-matched to children's abilities. Ongoing observations and assessments are undertaken and provide a clear insight into the children's progress. However, the identified next steps in learning for individual children are not always reflected within the planning process in order to maximise progress. Staff are aware of this and are working to develop this aspect of the provision. There is a good balance of adult-led and child-initiated activities which cover all areas of learning. Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. For example, they enjoy playing with the small world house, play garage and with dough materials. The good labelling of children's art work around the room promotes children's awareness of letters and numbers. Older children eagerly label their own work. All children take part in a wide range of activities both indoors and outdoors which support their physical development. Outdoors, children have daily access to a broad range of resources that enables them to develop their physical skills well, such as wheeled toys, balls, parachute games and planting and caring for plants and birds. A well-resourced role-play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children have access to natural materials and develop good fine motor skills as they play with sand, water and a variety of media. For example, children eagerly participate in a jelly making activity and enjoy describing the smell and texture of the jelly before it is dissolved, such as 'squishy' and 'slimy'. The rich, varied environment fully supports children's development in all areas, as well as supporting them to develop the skills needed for their future success. Their awareness of the wider world is extended in a number of ways. For example, through daily resources and involvement in a range of activities which look at different cultures from around the world.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include a choice of fresh fruit. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

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

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