

# Upton St Leonards Playgroup

Inspection report for early years provision

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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Upton St Leonard's Playgroup was founded in 1966 and is run by a voluntary management committee of parents. The playgroup operates from Upton St Leonard's Village Hall and serves the communities of Abbeydale, Abbeymead and Upton St Leonard's. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The areas available to the playgroup include two halls, a kitchen and associated facilities. There is a fully enclosed outside area with hard-standing surface. The attached playing field is used as an additional play area.

A maximum of 26 children from two years nine months to five years may attend at any one time. There are currently 84 children on roll, all of whom are in the early years age group. The nursery is open each weekday during school terms. Monday to Friday sessions from 9:15 am to 12:15 pm cater for pre-school aged children; sessions on a Monday, Tuesday, Wednesday and Friday from 12:30 pm to 3:00 pm cater for the youngest children. The playgroup supports a number of children with learning difficulties and/or disabilities.

The playgroup employs eight staff, and there are also two volunteers who work directly with the children. Both playgroup leaders hold appropriate childcare qualifications. All staff have completed first aid, child protection and food hygiene training. A caretaker and parent helpers support the playgroup. Upton St Leonard's Playgroup is a member of the local Playgroup and Toddlers Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in the group and make good progress in all areas of their learning and development. Their welfare is actively promoted through well-implemented policies and procedures. Excellent partnership working is highly effective and ensures that children are well supported. Equality and diversity are actively promoted so each child has their individual needs consistently met. Rigorous strategies for self-evaluation positively drive ongoing improvement in the quality of the provision.

## **What steps need to be taken to improve provision further?**

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

- implement systems to ensure that the suitability of all adults who work with children is reviewed regularly, with the expectation that all convictions, cautions, court orders, reprimands and warnings are declared.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is given a high priority. Safeguarding procedures are robust and staff members receive appropriate training to ensure that they are aware of the possible indicators of abuse and know what action to take if they have concerns. Employment procedures are well-considered and mean that new staff members are suitable for their roles and benefit from on-going personal development and mentoring programmes. However, there are currently no firm arrangements in place to ensure that the suitability of established staff members is reviewed on a regular basis. Daily checks are completed to ensure that the environment is safe and suitable for children to use.

Documentation is maintained to a high standard and all necessary policies and procedures are in place to ensure that the setting runs smoothly on a day to day basis. Clear information is available to volunteers which means that they have a clear understanding of their role within the setting. The learning environment is well organised to optimise children's learning and enjoyment. They are able to free-flow in and out of doors and access a wide range of activities and resources with ease.

The setting is highly committed to working in partnership with others and takes a prominent role in establishing effective working relationships. For example, particularly strong links with health and social care professionals result in a cohesive approach which is highly beneficial to children with particular needs. Parents report that they feel fully involved with, and supported by the setting. They develop very good links with their child's key person and are fully involved in the assessment of their child's learning.

The setting plans well to ensure that individual needs are met and a highly inclusive environment is provided. Good levels of adult support a carefully planned environment and very strong partnerships contribute to improving outcomes for children.

Strategies for self-evaluation involve all those connected with the setting, including committee members, parents and children. Action taken is carefully planned in order to positively benefit children. For example, the reorganisation of resources and the environment enhanced children's learning and enjoyment of a project on 'space'. Staff members are enthusiastic and keen to develop further. They take a pride in the setting and feel valued as their input is recognised and appreciated.

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

Children make good progress in their learning and development, particularly in their physical development where progress is very good. A thorough and detailed assessment programme includes information from the key person, parents and other professionals involved in children's care. This means that staff have a clear

picture of each individual child's achievements and are well placed to plan effectively for their next steps. A well-established key person system means that children enjoy frequent opportunities to interact with a consistent adult and as a consequence, develop firm and beneficial attachments.

Children demonstrate high levels of confidence and self-esteem, showing great pride in their achievements. They match, sort, measure and estimate as they enjoy interesting and stimulating activities such as cooking or exploring flour, rice and jelly. They grow their own vegetables and salad in the garden, tending them with care and understanding. Children express themselves freely through a variety of media including readily available resources such as paint, dough and construction materials. They make music and listen carefully to the sounds they make. The setting makes excellent use of the environment, both in and out of doors to promote and enhance children's physical development. They run, jump, hop and skip with confidence and demonstrate very good hand/eye coordination as they throw and catch, use bats and hoops or use tools such as fishing rods and threading laces and cards. Mark making is well established so children freely demonstrate their skills using readily available paint, water, chalk, pens and pencils. They recognise the sounds that make up their own names and enjoy using books, by themselves and as part of a group, when they enthusiastically join in with refrains and confidently predict what might happen next. Children play and work alongside their peers successfully understanding the need to cooperate and resolve situations for themselves. For example, they use sand timers to make sure that everyone has a fair turn at activities. They develop a good understanding of the wider world and are very well equipped with the skills they need for the future.

Children's behaviour is particularly good. They are aware of the boundaries set and receive positive help to resolve their own problems. They readily take on responsibility, tidying up after themselves and showing care and consideration for each other. Children develop a good understanding of how to keep themselves safe through well-implemented procedures and demonstrate a strong sense of security in the warm and consistent environment provided. Healthy lifestyles are readily adopted as children know how to maintain personal hygiene, make healthy choices at meal times and enjoy fresh air and exercise as part of the everyday routine.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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