

Roundabouts Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

Roundabouts Playgroup was established in 1968 and is run by a committee. It operates from purpose built premises, consisting of a large play room with additional small group room, entrance hall, toilets, kitchen and office. Children have access to a secure, enclosed, outdoor play area. It is situated in the village of Clevedon, North Somerset. The playgroup is open each weekday from 9.15am to 12.15pm and from 12.45pm to 3.45pm. A lunch club is available for either session from 12.15pm to 12.45pm. The playgroup is open term time only.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the playgroup at any one time. There are currently 67 children aged from two and a half to under five years on roll, some in part-time places. The playgroup currently supports a number of children who speak English as an additional language.

There are nine members of staff. The manager holds a level 6 early years qualification, six members of staff hold a level 3 and one holds a level 2. One member of staff is working towards a level 3 qualification. The playgroup provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very good knowledge and understanding of the Early Years Foundation Stage and motivating children to learn through their play. They have a good awareness of children's individual needs, so that all are included and no child is disadvantaged. Safeguarding children is given high priority so that children feel safe and secure. Self-evaluation and a strong commitment to continuous improvement are the strengths of the setting. Consequently, new systems have been implemented to develop the partnership with parents and others, and to seek and act upon the opinions of their users.

What steps need to be taken to improve provision further?

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

- monitor and develop the new assessment system with regard to matching the observations to the early learning goals, in order to ensure learning priorities are identified, and ensure the systems for involving parents meet individual needs
- encourage all children to show care and concern for the environment

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the staff's clear knowledge of child protection issues. Thorough vetting procedures ensure that all staff working the children are suitable to do so. The environment both inside and outside, equipment and outings are all subject to good risk assessments. This means that risks are minimised, while still promoting children's independence and learning. All necessary documentation to safeguard and promote children's welfare is in place, and good procedures are followed to ensure children are only collected by an authorised adult. All staff have had first aid training and a good supply of equipment is available. Parental consent is obtained to seek emergency advice or treatment.

The manager has a clear vision of what the playgroup wishes to achieve. She regularly provides one-to-one support for staff and students on placement. There is an exemplary commitment to attending training and updating knowledge. The manager leads by example and provides a good role model. A quality improvement planner shows actions and achievements for each month, demonstrating a commitment to continuous improvement. For example, parents' evenings, community open days, and a cafe style snack time have been introduced. Effective systems are in place to monitor, evaluate and review the provision and practice. This includes seeking feedback from all of their users. The registration system now accurately records the attendance of staff and children, and group activities have been revised in order to provide appropriate support for all children. These were recommendations made at the previous inspection. Staff are very effectively deployed, in order to support children's learning. Good discussions at the start of the day ensure that staff are aware of their roles and responsibilities.

Parents receive good information about all aspects of the setting, by means of a large notice board in the entrance, a parents' handbook, good documentation and discussions with the staff. Parents' evenings provide opportunities to look at records and discuss their child's development. Different methods are available for those unable to attend and/or with communication needs, however, not all parents are aware of them. Parents comment on the friendliness of the staff but would like alternative means of communication. The setting works closely with parents, professionals and other providers delivering the Early Years Foundation Stage, to ensure they can meet children's individual needs.

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

Staff have very good knowledge of the Early Years Foundation Stage and use an effective key worker system to promote good outcomes for children. Most parents and children know who their key worker is and that they are their special person. Staff ensure that the learning environment is inviting and appropriate for the children attending that day. Consequently, when the children arrive they enthusiastically engage in the activities available. A new assessment system has been implemented, this includes obtaining children's starting points, interests and

photographs of their family. Initial observations provide an overview of each child's development. Staff make regular observations of the children's achievements and identify their next steps in learning. However, these are not currently linked to the early learning goals to ensure all priorities are identified.

Staff empower the children to lead their own learning and take activities in their own direction. For example, an adult reading a story leads to the children putting on puppet shows. They recall familiar stories and make up imaginative narratives. Through self-selection children are motivated to learn, participate and want to join in. Staff provide very effective support in order to promote skills by demonstrating and encouraging imitation. For example, a member of staff sets up the skittles and shows the children how to play. She helps them to write their names on a board and keep score. More children join in and eventually the children regulate the game, and keep score themselves.

Children develop healthy and safe lifestyles through their daily routines and practices. Fresh water is available for them to drink at any time, so they do not get thirsty. They choose when to have their snack and clean their hands before eating. The majority of children can access the toilets independently and know to wash their hands afterwards. Children have daily opportunities to access the garden and enjoy physical exercise. Children climb and balance, holding on to the equipment to keep themselves safe. They regularly practise the emergency evacuation procedures and learn to behave in ways which keep themselves and others safe. For example, children are taught to carry chairs in a way that does not pose a hazard. Children play well together and take turns. They are encouraged to think about their own behaviour and the consequences of their actions. However, staff often pick up the toys from the floor and not all children help to take care of the environment.

Children develop excellent skills for the future. They confidently use the computer and are excellent communicators. They enjoy using books and making up their own stories. Children are inquisitive and want to know what things are and how they work. They demonstrate an excellent understanding of the natural world. For example, one child explains that they are drawing a rainbow and includes rainclouds. They then explain that you also need sunshine to be able to see the rainbow and recall seeing one outside the playgroup. Very good access to resources enables children to become independent learners. There is a strong community bond and children learn about the wider world through positive interaction.

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	1

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	1
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	1
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	1

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