

Little Rascals Playgroup

Inspection report for early years provision

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29/06/2010

Inspector

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Setting address

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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

Little Rascals Playgroup opened in 2000. It operates from a single room, in a single storey building halfway between Minster and Queenborough. All children share access to an enclosed outdoor play area. The playgroup serves the local area. It is open each weekday from 9am until 12 noon, term-time only. A lunch club runs from 12 noon until 1pm each day. When numbers permit the group opens from 1pm to 4pm on Tuesday and Thursday.

The playgroup is registered on the Early Years Register. A maximum of 20 children may attend the playgroup at any one time. There are currently 27 children aged from two to under five years on roll, some in part-time places.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational level three. The setting provides funded early education and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in an environment that reflects their individual and group needs. Staff know the children they are caring for very well and are helping them to make good achievement through the developmental stepping stones. There are limited opportunities for parents and carers to share their children's portfolios though and therefore promote learning even further. Since the last inspection the group has taken positive steps to improve outcomes for children and they are beginning to evaluate their practice in order that it continues to evolve. Overall children are developing skills that will prepare them well for the future.

What steps need to be taken to improve provision further?

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

- ensure that records containing the unique reference number of CRB Disclosures and the date on which they were obtained are easily accessible.
- 29/07/2010

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

- consider how parents and carers can add to and develop their children's portfolios to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- continue to reflect on practice, identifying strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Clear policies, procedures and strategies ensure the safeguarding and welfare of the children at the playgroup. Staff update their knowledge on child protection to help them recognise possible signs of child abuse and act on them appropriately. They encourage children to think about how to keep themselves safe, giving them reminders where appropriate, and always explaining the reasons why we do things such as wearing shoes when playing outside. Although all staff have been found suitable to work with children on the day of the inspection evidence of this was not easily accessible. The group undertakes risk assessments and takes effective steps, such as throwing away broken toys, to ensure that children are safe indoors and outdoors. A password system is used when children are collected by other people and staff are vigilant at collection time. Being healthy is promoted throughout the sessions.

The group are keen to improve practice and therefore outcomes for the children that attend. With support from advisory teachers they have started to reflect on their provision and think about where they would like to make changes. Recommendations made at the last inspection have been acted upon and have improved outcomes for children and their families. For example policies and procedures accurately reflect the setting and current guidelines, keeping parents and carers informed. The group has access to a vast range of toys and resources that reflect all areas of learning. As toys and resources have to be packed away at the end of each session they are not easily accessible for children to choose from. However staff keep a record of what children are playing with and their interests inform what staff put out for children to play with. For example children are acting out 'The Three Little Pigs' so the following day staff put out the story and props and children enjoy pursuing their interest. Children also make requests for toys and resources. Staff interact with children, supporting their play and helping to extend learning. They engage children in conversation and take an interest in what they are saying. Resources are used very effectively by staff to expand on children's interests and enhance their learning, and they create their own such as counting games to meet individual children's development needs. Staff read journals and access appropriate websites to update their knowledge and when possible participate in training.

Currently there are no children attending other settings that deliver the Early Years Foundation Stage but procedures are in place to work alongside them to support children's development should this occur. Teachers from local schools visit the setting to meet children and ease their transition to school. When appropriate the group liaise with external agencies to ensure a child gets the support he or she needs. Parents are welcomed warmly into the group and help their children to locate and write their names, sharing in the beginning of their session. Staff chat with parents at this time, exchanging information. Parents and carers have access to a range of helpful information to support them as parents. They are told they may look at their children's portfolios whenever they wish but as they are not easily accessible many do not take up this opportunity and therefore the chance to

add to them and their child's learning. Parents and carers enjoyed watching their children perform a Nativity play at Christmas and were very pleased to receive a DVD copy of it which they feel is a lovely reminder of their child's time at playgroup.

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

Children arrive happily and approach the staff for support, showing that they feel safe and secure in their company. Due to positive interaction from adults children are developing a strong sense of security and confidence. Staff help children to understand about keeping safe, explaining why they do things such as counting the number of children so they know how many there are in case of emergency. Overall most children are developing a sense of how to stay safe, manoeuvring around obstacles and other children when playing on tricycles in the garden, for example. However some still require prompting such as reminders not to run indoors. Children show very good awareness of the importance of a healthy lifestyle. They enjoy taking physical exercise in the garden, using a range of equipment, discussing the effects exercise has on their bodies. When the weather is warm children discuss the need for sun protection and the importance of wearing it. When they get hot playing outside they come indoors for some shelter and a drink, showing that they are taking control of their own welfare. They enjoy a range of healthy snacks such as fruit and vegetables and help to prepare them. Packed lunches contain ice packs to keep perishables fresh and children discuss why this is before ensuring that they eat savoury foods first. Children understand the importance of washing their hands at appropriate times such as before preparing food. They talk about how you cannot see germs and why we need to wash them from our hands. Children contribute positively to the group, sharing resources and taking turns when playing. They work co-operatively to solve problems. For example when playing at the water trays children discuss how one is overflowing and one emptying and how they can solve this problem, working together to do so and giving explanations as to what they are doing. Children have a positive attitude towards learning and enjoy the praise they receive for achievements. They particularly enjoy the opportunities to look at the photographs in their portfolios, revisiting activities they enjoyed doing. Children express how they are feeling and cushions with happy and sad faces on help them to do this.

Children are active learners participating in a range of child and adult led activities that support their learning in all areas. Staff make written and photographic observations of children and use these to assess their development and to make plans to extend their learning further. The group plans activities that support children's individual learning and therefore children are making good progress through the developmental stepping stones. The group plans activities but these are not written in stone and play changes to reflect what children are interested in. Children are active and creative learners, thinking critically about what they are doing. They are developing good skills for the future and there are many opportunities for them to take on parts in role play, reflecting what is happening. For example children play football taking on roles such as manager. They learn about people that help us through play and visitors to the setting. Children have

access to a range of programmable toys and are confident users of them. Children are independent, taking paintings from an easel to where they will take them home from without prompting, for example. They enjoy helping the adults to clean tables prior to snacks and taking toys to the storage sheds. A full length mirror enables children to admire their reflections when dressing up. Children enjoy stories, joining in with their favourite ones. A mark making area enables children to practise writing and they are able to continue this in other areas, including the garden, as they have use of clipboards, for example. Children enjoy pretend writing when being waiters, for example. Staff introduce children to number recognition and counting as part of their play. There are also opportunities to measure and learn about shapes. Children are growing sunflowers and check on how they are developing. They take a keen interest in the weather and discuss whether they would expect heavy rain in the summer, for example. Children are keen explorers and enjoy investigating with resources such as binoculars and magnifying glasses. A range of tools help children to create with dough and develop small motor skills. There are many opportunities for children to develop their gross motor skills and they enjoy exploring the playground using a range of movements. When painting pictures children use their imaginations and all artwork is individual to the child. Children use their imaginations to good effect during role play and when acting out their favourite stories.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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