

Station House Playgroup

Inspection report for early years provision

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Inspector

June Rice

Setting address

Station House, Lidget Lane, Thurnscoe, Rotherham, South
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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

Station House Playgroup was registered in 1992. It is a charity run organisation managed by a voluntary committee. It is run from Station House and is situated in Thurnscoe, South Yorkshire. The playgroup has the use of a dedicated room within the building, and children have access to an enclosed outside play area.

The playgroup is open from 9.30am to 11.30am each weekday except Wednesday, with an after school club from 3pm until 6pm each weekday term time only. In addition a holiday club is provided from 8am to 6pm each weekday. The playgroup is registered to care for a maximum of 16 children under eight years. They also offer care to children aged over eight years. This provision is registered on the Early Years Register and on both parts of the Childcare Register. All children share the same facilities. There are 34 children on role in the early years age range. There are four permanent staff members, of whom, three hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision demonstrates a very positive attitude towards continued improvement. For example, they have addressed all the recommendations from the previous inspection including; children's access to fresh water, the record of risk assessments, and the improvement of records to show staff and volunteers' suitability. The provision has included staff, children and parents in the evaluation of the care and education it provides, and this has given them a good understanding of its strengths and areas for improvement. The staff continue to update their knowledge and understanding of care and education by attending relevant training; such as safeguarding, first aid, food safety, Autism and Let's all Play. Space is used very effectively, and promotes children's growing independence. Staff have developed good working relationships with parents and other early years providers, including feeder schools. Systems to observe and assess children's progress are developing well.

What steps need to be taken to improve provision further?

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

- improve systems that encourage parents to review their children's progress and contribute to their child's learning and development record
- develop the use of observations to assist in planning for next steps in children's learning.

The effectiveness of leadership and management of the early years provision

The provider demonstrates a very good understanding of the need to work in partnership with parents and others to safeguard children. Staff demonstrate a clear understanding of child protection issues and are familiar with the local safeguarding procedures. Policies and procedures are available to parents to ensure they have a clear understanding of how the provision works. These include; procedures for lost or, uncollected children, safeguarding, sickness and medication. All required documentation is in place including risk assessments that identify possible hazards and the action taken to reduce the risk. The provider has recently carried out a full and accurate self-evaluation through reflective practice, and feedback from parents. The provider continues to nurture the links with other early years providers and promotes working together to ensure children continue to make good progress. For example, they support local initiatives that promote early years providers working together by attending meetings at the local children's centre and link in with local schools. Staff know their children very well, and take into account the children's interests and abilities when planning activities. The ethos of the setting is to concentrate on the personal, social, and emotional development of children and this is done very effectively. The systems for observations, assessments and planning have recently become more formalised and though they are in their early stages, they are clearly linked to the six areas of learning and identify children's next steps. However, these are few in number and the impact on children's learning is not yet clear. The systems that encourage parents to review their children's progress and contribute to their child's learning and development record are also in the early stages of development and there is insufficient evidence to determine the impact on children's learning. Inclusive practice is promoted positively through an environment that reflects the wider world and children's own communities through books and role play equipment. The children's growing independence is supported well, for example, they are able to independently select resources and activities both inside and outside, and help themselves to fresh water and fruit throughout the session.

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

The children freely and safely access a very good range of resources, toys and activities both indoors and outdoors. The children are physically active and this is encouraged by the effective use of the outside play area which children are encouraged to access independently throughout the day in all weathers. The children are learning about keeping themselves warm and dry, and put coats on before going outside. They are very energetic and enjoy using a good range of equipment that helps them develop and perfect their growing physical skills. For example, they push or ride equipment around carefully manoeuvring around and past each other. They enjoy the challenge of using a climbing frame and slide, and demonstrate their growing confidence as they negotiate space with their bodies, and climb the steps to the slide. Staff interact well with children, they know them as individuals and are warm and caring towards them. The children are settled and

happy in an environment where their personal, social and emotional development provides a firm foundation for their continued learning. This helps children develop skills that will contribute to their future economic well-being, and in particular promotes active listening, mark-making and cooperation with others.

The children are learning about their wider environment through regular trips to the local library and café. They benefit from visits from people who help us, such as the community police and dental nurse. The children take part in community competitions and initiatives, such as a sunflower competition and collecting litter from around the local vicinity while learning about recycling. The children are very well behaved and learn about the effects of behaviour through interesting activities such as helping to produce a DVD about anti-social behaviour. The children enjoy craft activities, they make their own pieces of art from sponge painting, children dab or drag the sponge depending on the effect they want, while others move on to paint their hands and do hand prints. While painting staff encourage children to name the colours red, yellow and orange, and the different animal shapes. Staff are observed to constantly praise children which helps to build their good self-esteem. The children select a jigsaw and staff encourage them to talk about the different shapes, others show lots of concentration while threading beads using their fine motor skills to hold the bead carefully and thread the lace. The children are helpful, they collect beads up when they are spilt, and pour water into beakers for their friends. Staff praise children for helping. The children thoroughly enjoy singing familiar songs, they enjoy their voices being heard and stand close to their friends where they feel safe.

The children are encouraged to eat healthily, and are learning good hygiene practice. For example, they participate in activities about healthy eating and help themselves to fresh water and fruit throughout the session. They wash their hands after using the toilet, and following craft activities. The children are encouraged to clean their nose and dispose of the tissue afterwards, and are learning about the importance of cleaning their teeth. The children are helped to stay safe through successful implementation of policies, procedures and risk assessments which identify actions taken to manage or eliminate risks indoors, outdoors and during outings. The children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. All children are included in emergency evacuation practise. Staff take appropriate steps to prevent the spread of infection. For example, they use disposable equipment when changing nappies and exclude children who are infectious in order to protect others.

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

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	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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