

Town Street Playgroup

Inspection report for early years provision

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Inspector

Linda Filewood

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

Town Street Playgroup is a privately owned setting which operates from the Methodist Centre in the Chapel Allerton area of Leeds. There is an outside area for outdoor play. The playgroup is open each weekday, term time only, from 9.15am to 12.15pm.

The playgroup is registered on the Early Years Register. A maximum of 30 children may attend the provision at any one time. There are currently 40 children aged from two to under five years on roll.

There are five members of staff, three of whom hold early years qualifications to at least level 2. The playgroup provides funded early years education for three and four-year-olds and supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff very successfully support children's welfare, learning and development through a well developed knowledge of each child's unique needs. Children are safe, secure and thoroughly enjoy their time at the playgroup. The partnerships with parents, other settings children attend and outside agencies are a key strength. They are highly significant in making sure that the needs of each child are consistently met and staff offer excellent additional support when needed. As a result, all children progress extremely well given their age, ability and starting points. The staff team effectively use regular self-evaluation to ensure that they identify, prioritise and act on areas for development to raise 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:

- continue to assess and improve on steps taken to ensure that other users of the building, in particular key holders, do not have a negative impact on the safety of the provision.

The effectiveness of leadership and management of the early years provision

Security of the premises is good and any visitors to the group sign the visitors' record, contributing well to the children's safety. Staff lock the setting's doors when the playgroup is operating and competently monitor entry to the premises at the start and end of the session. Rigorous arrangements are in place to keep the children safe when a weekly lunch club meets on the premises. However, very

occasionally, other key holders do not adhere to the playgroup's procedures and fail to wait for playgroup staff to open the door. The constant alertness of the staff maintains children's safety. Staff consistently implement the setting's clearly written policies and procedures. They regularly review and share them with parents to inform them of the high priority they place on protecting the children. Staff have a clear understanding of child protection procedures. They are well aware of their duty to the children and supervise any parent volunteers appropriately at all times. Ongoing appraisals and continuous professional development opportunities ensure staff develop their practice. Some staff undertake specific training to offer extra support to the children. This has a very positive impact on the outcomes for all children. Staff work exceptionally well with outside agencies and advisers, greatly enhancing the care the children receive. Resources, including the well established staff team, very effectively support the needs of each child, promoting equality and diversity exceptionally well. The playgroup utilises their rooms and the space within them very well to offer children balanced play opportunities. Children have consistent routines that they are familiar and comfortable with, allowing them a clear sense of security.

Parents are very appreciative of the work the playgroup staff undertake in looking after their children. They comment on the care taken by staff to prepare for their child's requirements and the reassurance that this gave them that their child would be well cared for. All children take a full part in the activities because staff value them, respect their individuality and offer excellent, competent support when needed. The skilful inclusion of each child helps all children learn to respect the needs of others and ensures that children are valued as individuals. Information sharing systems are very effective in identifying and supporting children's individual needs and ensuring good channels of communication with parents. Staff are very proactive in establishing links with other settings children attend and schools they will be attending in the future to ensure they share information effectively. Parents are actively involved in the playgroup. They help on outings and share their skills, such as guitar playing. The playgroup lends its resources to families so that children can continue to enjoy their playgroup activities at home. This ensures excellent continuity in children's care, learning and welfare.

The whole staff team are committed to continuous improvement and constantly strive to achieve the best outcomes for all children. All are involved in the planning of activities to ensure each child makes consistent progress in their development. Self-evaluation systems are effective in identifying key strengths and areas for development in order to secure further improvement. This involves meaningfully seeking the views of the staff, parents, children and other external professionals. Staff evaluate activities to allow for future improvements to teaching and learning. They successfully implement strategies and systems to effectively drive and secure improvements to the practice, provision and the outcomes for children.

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

Children are confident, enter enthusiastically in the morning and settle quickly. They enjoy an excellent balance of adult-led and child-initiated play opportunities

throughout the whole playgroup session. These contribute very well to children's overall development and offer challenge to each child. Staff's constant meaningful praise and clear encouragement gives children confidence and promotes their self-esteem. They spontaneously make excellent use of questions and encouragement to extend a learning experience and have a superb knowledge of each child's abilities. The good quality planning of all activities, sometimes involving other professionals, ensures that every child is suitably challenged by the learning experiences available. Staff have a secure knowledge and understanding of the Early Years Foundation Stage curriculum. They make thorough and accurate observations of children's achievements to share with parents. Detailed assessment records show all children to be making excellent progress towards the early learning goals in relation to their starting points and capabilities.

At present, no outside space is available, so staff make extremely good use of outings to skilfully extend children's learning experiences. For instance, children enjoy a mini-beast hunt where they take digital photographs to show parents on the computer on their return. Staff take advantage of a spacious upstairs room to provide children with indoor physical play. Children become animated as they jump around the room pretending to be jumping beans, following a theme of Jack and the Beanstalk. They are learning about the importance of a healthy lifestyle through discussions about growing, enjoying healthy fruit at snack time and physical activity. Staff support the children well in developing skills that will help them in the future and in their transition to school activities, such as lunch time. For instance, at snack time, children carry their plate and choose from the healthy variety of fruit on offer before carrying it to the table to eat with their friends. Children chat happily about their families and confidently talk about the photographs of the sandcastles they made on their holidays. Most children are independent in their self-care. All know they must have clean hands before eating and to wash their hands after using the toilet and after a messy craft activity. Staff manage the group times very well and encourage all children to participate, for example, by choosing a toy from a bag to prompt a song. All children respond excellently to simple instructions and follow the actions closely in songs.

Children engage extremely well in a stimulating variety of activities which foster their hand and eye coordination. Older children cooperate very well with each other and show excellent negotiation and cooperation skills. One child holds a bottle and pipe together as another pours water carefully in from the top. They respond enthusiastically to the challenge of leaks and overflowing water. Children's understanding of safety issues is demonstrated through their play and they participate enthusiastically in imaginative and creative play. All children use items such as scissors and staplers safely. Scissors are readily available to suit all abilities and this enables all children to enjoy their craft activity. Children are busy and show high levels of independence, curiosity, imagination and concentration. For instance, when choosing a piece of blue ribbon with gold stars on, they comment that it is like the night, before deciding where to include it on the picture they are gluing. The playgroup provides first class opportunities to support children's understanding of writing for different purposes. There are plenty of labels around the nursery showing the word, picture and Makaton sign so that every child knows what it means. Children show care, concern and respect for others and are beginning to develop a good understanding of diversity through activities and

experiences they participate in. Their behaviour is very good and they are beginning to show a good awareness of responsibility within the setting as they help to tidy toys away.

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	1
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	1

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	1
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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