

Ready Teddy Go Playgroup

Inspection report for early years provision

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Inspector

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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

Ready Teddy Go Playgroup opened in 1984. The setting operates from a local community centre. It is situated within walking distance of schools and shops in Shoeburyness, Southend. All children share access to a secure outdoor play area. A maximum of 26 children may attend the playgroup at any one time. The playgroup opens five days a week during school term times. Session times are from 9.00am to 12.00pm Monday to Friday and on Monday and Wednesday afternoons from 12.25pm to 2.55pm.

There are currently 46 children aged from two to four years on roll. Children aged two and four years receive funding for early education. Children attend for a variety of sessions. The playgroup serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as Additional Language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The playgroup employs six staff and one volunteer, of whom six of the staff, including the managers hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress as staff have a good understanding of the Early Years Foundation Stage (EYFS), early childhood development and how children play and learn. The provision has an exceptional emphasis on promoting children's personal, social and emotional development and a key focus on children learning through effective play opportunities. There are outstanding aspects to the provision, these include safeguarding, ensuring children feel safe, positive contribution, partnership work with parents and others, the deployment of resources, and equality and diversity. Self evaluation systems have been implemented, although, they are not yet fully embedded within the playgroup's practice.

What steps need to be taken to improve provision further?

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

- reviewing and revising self evaluation systems to ensure reflective and continuous progression.

The effectiveness of leadership and management of the early years provision

Documentation including policies and procedures are comprehensive and are fully reflective of the staff's practice. Children are exceptionally safeguarded as staff have a very good understanding and experience of child protection procedures and systems to follow if they have a concern. Staff work closely with both parents and other agencies in relation to any safeguarding matters and they ensure confidentiality is fully maintained. Recruitment and vetting procedures are robust as the manager has a very good understanding of her role in employing staff and checking the ongoing suitability of existing staff. Resources and activities are exceptionally well organised to provide children with a good range of play and learning experiences, adjustments are made to the provision to support children whom may require additional support.

The manager, deputy and staff work hard and strive to ensure that they provide good quality play and learning experiences to improve outcomes for children. There is a commitment to continued professional development, as the training matrix effectively identifies all staff's training and ongoing training requirements. Staff have a good understanding of their roles and responsibility, this also includes additional roles, such as, safeguarding, health and safety, fire and behaviour management officers. Children benefit from the experienced and effective staff team, this ensures that staff have a very good understanding of children's individual needs and promotes continuity of care for all the children. Self evaluation are in place identifying their strengths and areas for development, however, self assessment is not yet fully embedded within the provision.

Partnership work with parents is outstanding, as staff ensure that the care and time is taken to build effective and close relationships with parents, to promote their participation within the playgroup. Parents are fully informed about their child's wellbeing and their overall development. Communication at the beginning and end of the sessions ensure an effective exchange of information. Regular parent meetings enable staff to share children's individual learning journeys ensuring further that parents are fully informed about their child's developmental progress. Parents are invited to participate in organised events, these include planned outings and organised sports day. Parents verbal complimentary comments include the staff's commitment and experience, the range of activities that are provided and children's developmental progress is good. Partnership work with others is also outstanding as staff have developed very good relationships with a range of outside agencies to support children's developmental needs and transitions into school for older children. For example, support from the early years teacher and also regular planned visits for children moving onto school.

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

Activity plans, observational arrangements and assessments have been successfully embedded within the setting and are cyclical, this ensures that there

are clear links between children's learning and next steps in their development. Consequently, staff have a good understanding of children's developmental progress and their learning styles. Children have individual learning journeys, they are regularly reviewed and updated to ensure continual adjustments are made to reflect children's developmental progress. Focus activities organised within ability groups ensure staff further assess children's development and again these inform individual profiles. Children whom require additional support or have English as an Additional Language are extremely well supported by the experienced Special Educational Needs Co-ordinator (SENCO), whom liaises with key agencies and ensures all Individual Educational Plans are regularly reviewed and updated.

Children settle quickly into activities and their imaginations are effectively captured and sustained as staff successfully organise the play and learning environment. Consequently, children are active learners and participators within the provision. Children's behaviour is very good, as staff successfully create an environment that values positive behaviour. Consequently, they behave well and understand what constitutes right and wrong. Children strive to do their best and to be friendly and care for others, positive peers friendships are established as children hold hands and show concern for one another. The staff work extremely well and are exceptional in the promotion of inclusion and ensuring all children make a positive contribution within the playgroup. For example, the incorporation and promotion of boys play and individual learning styles. The effective organisation of daily routines, including staff supervision enable children to regulate their play and for children to have choices and be independent.

All children are happy and confident within the playgroup as staff effectively support children in their play and learning and will value children's comments and contributions. Staff develop close and affectionate relationships with the children, as a result, they respond well to staff requests and suggestions. The development of the garden area effectively promotes children's physical development as continuous outdoor play provision is provided. Children particularly enjoyed the provision of water play that was organised in a variety of ways, for example, washing dolls and water painting, enabling children to develop and extend their imaginations and develop self expression through play. Children's speech and language skills are promoted through staff providing a language rich environment and also planning activities that support both their listening skills and vocabulary development and extension. They learn about early mathematical concepts through daily routines, including signing number rhymes, such as, 'Three Little Men in a Flying Saucer' and staff use effective mathematical language. Children have good opportunities to learn about both the natural world and local community through planned trips out and inviting visitors into the setting, this includes the local football club.

Children thrive because very good attention is given to health and hygiene routines. Children are consistently reminded to wash their hands when necessary. Nappy changing is hygienically and sensitively undertaken in a separate area away from the space used for playing and eating. Children display an excellent understanding of how to keep themselves safe as they negotiate all areas of play safely and they know procedures to follow when practising the fire drill. Children are given responsibilities in relation to their individual competencies. This includes

children pouring their own drinks, helping themselves to snacks and their own personal hygiene. Further developing children's understanding of personal safety and promoting healthy lifestyles.

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	1
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	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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