

Green Meadows Playgroup

Inspection report for early years provision

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Inspector

Diane Ashplant

Setting address

Tidbury Green Village Hall, Dickens Heath Road, Tidbury Green, Solihull, West Midlands, B90 1QW

Telephone number

(01564) 823407 or 07961 905576

Email

annemariesidwell@aol.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Green Meadows Playgroup is a privately owned setting which opened in 1994. It operates from the Tidbury Green Village Hall in Solihull which is on the site of Tidbury Green Primary School. The playgroup has use of an adjacent fully enclosed outdoor area belonging to the nursery as well as a small area at the back of the building.

The playgroup is registered by Ofsted on the Early Years Register to care for a maximum of 26 children at any one time and there are currently 38 children on roll for which 19 are in receipt of early years funding. The playgroup opens five days a week term-time only and sessions are from 9.15am until 12 noon, except for Tuesday when the session is from 12 noon to 2.30pm.

There are five staff including the manager who work at the playgroup as well as two additional cover staff and a catering assistant and nearly all hold an appropriate early years qualification. The playgroup receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into this setting where they engage well with staff and are offered a range of play and learning experiences to interest them and support their overall development. All practice is inclusive and staff work with parents and other agencies to ensure children's individual needs are met. Partnership working is generally effective and there are some links with other early years settings. Most of the documentation is in place to support the safe and efficient management of the group and staff are well deployed to ensure children are safeguarded. There is a sound commitment to training to promote continuous improvement and the systems for self-evaluation, although not fully robust, do seek to involve parents and staff.

What steps need to be taken to improve provision further?

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

- ensure prior written consent for medication is obtained from parents before any medication is given(Safeguarding and promoting children's welfare) 21/07/2010
- ensure that for each type of outing a full risk assessment is carried out(Safeguarding and promoting children's welfare). 21/07/2010

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

- ensure regular evacuation drills are carried out and details recorded in a log book
- develop further systems for establishing children's starting points and for recording sensitive observational assessments in order to plan more effectively to meet children's individual needs and identify their next steps
- develop systems for maintaining a regular two-way flow of information with parents and between providers, for example, where a child attends another early years setting
- review the records of children's details and ensure that the storage of documentation complies with the Data Protection Act; this specifically relates to Criminal Records Bureau checks for staff and the recording of details about parental responsibility.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff are aware of their role and responsibilities to protect children from possible harm or neglect and how to pass on concerns appropriately. They have all recently attend training in this area to further update their awareness. Children are kept safe as staff are aware of potential risks and are confident in procedures, such as, safe collection or using the knotted rope as children move into the outdoor area. However, the fire drill procedures are not practised regularly enough to ensure all children know how to respond which could compromise their safety. Sound recruitment and selection procedures ensure that all staff and volunteers around children are suitably checked although records to demonstrate this do not fully respect confidentiality. Hazards are appropriately addressed so that children can play safely and staff are always visually alert to risks. However, the record of the risk assessment does not include all aspects of the children's day, such as, the outdoor area or cover separate outings which is a requirement of the Early Years Foundation Stage. Most documentation is in place to support the efficient and safe management of setting with essential information kept on site and removed after each session. However, prior consent for medication is not always taken which is a breach of the general welfare requirements.

Partnership with parents is open and friendly and they comfortably talk with staff as they are welcomed into the setting at arrival and departure times. Most details about children are gained during the settling-in period and ongoing information is shared through daily discussion, the weekly planning sheet and other information displayed on the notice board and in newsletters. Parents have opportunities to be involved in the children's day as they are invited to trips and special events and encouraged to help as volunteers. They make appointments to meet with their children's key worker to discuss their progress and view the transfer document. There are some links with others to support better outcomes for children although those where children attend other settings are yet to be developed.

The staff group work well together and are deployed effectively to support children, naturally responding to most opportunities where they can engage with

them. There is a sound commitment to training to enhance their professional knowledge and practice and courses, such as, First Aid and Safeguarding are regularly updated. Staff undergo annual appraisals and there is some evaluation of practice and activities and both parents and staff are encouraged to give their views. The playgroup is bright and welcoming and children are easily able to access toys of their choice as these are laid out invitingly around the room. The setting has had experience of supporting children with special educational needs and/or disabilities and liaises with parents and others to appropriately include all. The manager has attended a range of training in this area.

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

Children enter happily and confidently into the playgroup and are eager to engage in the range of resources and toys available. Staff have a sound understanding of how children learn and use most opportunities throughout the session to promote their interest and development. Children are learning about safety as they are encouraged in safe practices as they use the slide or walk carefully to the outside area holding onto the rope and being alert to brambles. They enjoy a range of healthy snacks and regular drinks and carry out daily routines to promote their health, such as, hand washing. They move freely around the indoor space enjoying the see-saw or slide to promote their physical skills and thoroughly enjoy running, playing with balls and hoops in the grassed area belonging to the nursery. They generally play well together as they are learning to share, listen and take turns. Their self-esteem and independence is well promoted through regular praise and encouragement and they are developing social skills as they help tidy away or pour their own drinks and help clear up after snack time. Children are beginning to extend their knowledge of the wider world as they enjoy activities and taste food from other cultures, such as, Chinese New Year or learn about those less fortunate as they make bear cakes for Children in Need.

The room is bright and set up with a range of resources which cover all areas of learning and encourage children's independent choices. Children move easily between the different tables or enjoy themselves role playing in the home corner or looking after the dolls. Staff engage well with the children using routine opportunities, such as, at the snack table to revisit colours or numbers or extend their play as they share in the activities. Children are beginning to show an interest in books as they select their favourites, sit in a small group and listen as staff read to them or share in the group story time. They are showing an interest in shapes and textures as they explore insects hidden in the earth or mould and make shapes with the play dough. There is a range of resources to develop their problem solving skills as they match cards or assemble the jigsaws or construct with the stickle bricks. Children are beginning to learn how things change as they wonder as the ice disappears or the snow changes colour. They go on nature walks and then do leaf printing or go looking for mini-beasts with magnifying glasses. They have a range of craft activities as they colour bee pictures or decorate butterfly shapes with finger painting. They are learning to recognise their own names as they self register and select their own placemats.

Each session is organised to provide children with different choices and free flow while staff generally engage with them to extend their interest and ideas. Although access to the immediate outdoor area is not easy they do have some outdoor activities, such as, water play or enjoy the teddy bears picnic. Staff recognise the benefits of observing and monitoring children progress and use these to record significant moments which generally help to identify their stages of development. There is some evaluation of activities and staff are able to talk confidently about their individual key children and how they use activities to extend them. However, the lack of information about children's starting points and the limited use of observations in planning for children's next steps means these systems are not yet fully effective in supporting children's individual learning.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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