

Little Foxes Playgroup

Inspection report for early years provision

Unique reference number 227241
Inspection date 11/05/2010
Inspector Diane Ashplant

Setting address Fox Hollies Park Pavilion, Gospel Lane, Acocks Green,
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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

Little Foxes Playgroup opened in 1998 and is registered under the committee. It operates from one main playroom in Fox Hollies Pavilion in Acocks Green in Birmingham and there is a small enclosed area for outdoor play. The playgroup opens every weekday term-time only and sessions are from 9.30am to 12.00pm.

The playgroup is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend the provision at any one time and there are currently 29 children on roll, all of whom are in the early years age group. The playgroup supports children with special educational needs and/or disabilities.

There are eight full and part-time staff including the manager who work with the children and all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle happily and are making clear progress as staff have a good knowledge of how children learn and develop and support this effectively. There is a strong commitment to professional development through training and the manager and staff group are focused in maintaining continuous improvement to support better outcomes for children. Consequently, nearly all the requirements of the Early Years Foundation Stage are well met. Partnership with parents is sound and there are some links to other early years providers although these are in their early stages. All practice is inclusive and staff work closely with parents and other professionals to support children's individual needs.

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 a full risk assessment is carried out for each type of outing (Safeguarding and promoting children's welfare). 28/05/2010

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

- implement a system for monitoring and evaluating the provision to identify strengths and prioritise development that will improve the quality of the provision for all children
- review the risk assessment to ensure reasonable steps are taken to protect children from hazards; this applies specifically to the temperature of radiators
- review the procedures for preventing the spread of infection; this specifically

- applies to nappy changing
- develop further a regular two-way flow of information with parents and with other early years providers.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff have a clear understanding of their individual roles and responsibilities as regards protecting children from possible abuse or neglect and how to pass on concerns appropriately. Staff support this with their own daily practices such as always having two present at nappy changing. There are sound systems in place to ensure all those around the children are suitably checked or supervised and action has been effective in ensuring Ofsted are up-to-date with all the committee members. All appropriate recruitment and selection procedures confirm the suitability of staff and documentary evidence has been well developed to support this. The premises are generally safe and secure and the staff are always there to monitor the arrival and departure of children and to ensure the main door is locked after the last child has arrived. All policies and procedures are in place to ensure children's safety such as safe collection and there is a daily risk assessment check to highlight any concerns. However, the risk assessment does not effectively protect children from the dangers of hot radiators although staff are aware of these and does not include assessments for each different type of outing which is a requirement of the Early Years Foundation Stage. Consequently children's safety may be compromised.

The playgroup manager and staff show a strong commitment to continuous improvement by their attendance at training and also their collective approach and determination to address issues raised at the last inspection. They provide an experienced and friendly team who work well together and are effectively deployed to support children's needs within the daily routine. All daily records are well-maintained and most routines to promote health are well managed, although nappy changing may not always fully reduce the risk of cross infection. Staff and children have formed positive relationships and respond to each other well. Staff have their own key groups of children and are responsible for helping them settle and monitoring their learning and development. The playgroup provides an inclusive environment where all children are welcomed and where staff work alongside parents and other professionals to effectively encourage and support all children. Resources including those reflecting the wider world and linguistic diversity are well set out to offer children accessibility, free choice and a wide range of opportunities to support all areas of development. Staff do reflect on their practice and seek the views of both parents and children. Parents express very positive comments about the benefits gained by their children from attending the group. However, systems in place for self-evaluation are not fully developed to clearly identify areas for development.

Partnerships with parents are open and friendly and staff are always around to talk with them as they bring and collect their children. Parents collect informally before each session in the entrance area where lots of useful information is displayed. They also have regular newsletters and are encouraged to come to meet with the

children's key workers. All required information is taken at registration on the 'all about me form' and parents fill in the early years form so staff know more about their children's individual needs and developmental stage from the start. Although there are some systems in place to engage parents in children's learning such as useful information in the parent pack about different forms of play, others such as the lending library and the parental rota are only used later on in the term which limits the full benefits for their children. Also links with other early years providers are in their early stages and so not fully effective in supporting outcomes for children.

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

Children are eager to enter this welcoming and happy environment where they enjoy a wide range of opportunities which support their learning and development. Personal, social and emotional development is a strength at this setting where staff know the children well and provide many opportunities for encouraging and valuing individual children so they develop their confidence and self-esteem. For example, the star of the day award is proudly awarded and received at circle time. Children are encouraged to develop independent skills as they help tidy up, select and clear away their own snacks and enthusiastically engage in the daily circle time where they confidently volunteer for turns to sing with the microphone. Children generally understand that they should play well with each other, taking turns and sharing toys and are reminded by staff why some action is not appropriate. Children are learning how to play and use equipment safely and have regard for others in their play. They listen and watch the DVD about the fire dog as they learn about the dangers of fire and how to drop and roll if necessary. Children independently use the hand washing facilities in the room and confidently manage the pump or help themselves to tissues and learn how to care for their teeth as they learn about regular brushing and a balanced diet. They enjoy a healthy selection of snacks and have free access to fresh drinking water at all times. Children have access to an outdoor play area where they engage in a variety of games with balls and bikes and practise their developing co-ordination skills.

The learning environment is set up with a wide range of resources for children to engage in and move freely around and staff also respond to children's individual requests for specific play items. There is a good balance of adult involvement and children's choice with staff well deployed and aware of how to maximize opportunities throughout the session to develop children's interest and learning. The session is well organised so that children arrive and self-register and then automatically settle down to circle time where they talk about events at home, do some counting activities and remind themselves of the shape and colour of the week. The children benefit from a focused time with their key workers for a short activity session where more detailed observations can be made. Children then freely select resources of their choice with lots of opportunities for role playing with the play kitchen and dressing up clothes or developing their imagination as they feel and explore the sand looking for shapes or roll and make shapes from the play dough. They practise problem solving as they construct or use puzzles or are

attentively engaged in a game of matching cards and wait excitedly for their turns. Most children communicate with confidence and show a real interest in books, excitedly joining in as they 'go on a bear hunt' or sitting and reading a chosen book with a member of staff. They have some opportunities for growing and exploring nature in their walks in the park. They confidently use the computer, naturally seeking out time to use this or discover interesting results as they use the magnets or look through the magnifying glass.

Staff engage well with the children, supporting their play with appropriate questions and suggestions and celebrating their successes. They are aware of the importance of observation and assessment and have set up learning journeys for each child with photos and items of work. All staff are encouraged to record developmental steps they may observe on any child and key workers generally use these along with their more detailed observations to inform their planning for individual children and identify their next steps.

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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met