

Shipdham Playgroup

Inspection report for early years provision

Unique reference number

254262

Inspection date

25/03/2010

Inspector

Elizabeth Dickson

Setting address

Thomas Bullock School, Pound Green Lane, SHIPDHAM,
Norfolk, IP25 7LF

Telephone number

01362 822062

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Shipdham Playgroup opened over 20 years ago and has been operating in the current premises since June 2001. The provision is housed in a mobile classroom on the site of the local primary school and also has use of some of the school premises. A maximum of 24 children may attend at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting is open each weekday from 7.30am until 6.00pm, offering services to children aged from two years and over. Children bring a packed lunch, or take school lunch, if staying over lunchtime. Children have access to a large, enclosed outdoor play area. There are currently 46 children aged from two to under five years on roll. Of these 23 receive funding for nursery education. Children who attend come from Shipdham and the surrounding villages. The setting supports a small number of children with special needs. The group employs eight members of staff, four on a full time and four on a part time basis. Most staff have relevant childcare qualifications. Two supervisors jointly lead the setting equally, one of the supervisors is working towards a degree qualification in Early Years. All staff regularly attend short courses to update their knowledge and understanding of childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children have their individual needs met to an outstanding standard, owing to the caring and knowledgeable staff team who recognise the uniqueness of each child and ensure that everyone feels a valued member of the group. Children make rapid progress towards the early learning goals because a stimulating range of learning experiences is provided. All staff and committee members, parents and children are involved in extensively self evaluating the provision on a regular basis, enabling the management to continue to develop and extend the high quality of provision offered.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the outdoor area to enhance children's learning
- developing the settling in procedures using a home visit for all new children and their families, enabling new children to settle more quickly and feel secure.

The effectiveness of leadership and management of the early years provision

The inspirational and enthusiastic leadership of the playgroup supervisors, supported by a strong and loyal team of highly skilled and dedicated staff, underpin the success of Shipdham playgroup. They provide exceptional care and many opportunities for children's learning and development. There is a strong and cohesive sense of teamwork among the staff, with each member aware of their individual roles and responsibilities within the setting. They are flexible and meet the demands of the day by seeing what needs to be done and doing it. Robust recruitment procedures ensure that all staff, committee members and volunteers are suitable to work with the children, maintaining their safety at all times. Security arrangements are excellent and include the identification of visitors and introduction of visitors to the children. Newly appointed staff take part in an intensive induction procedure and receive copies of the setting's policies and procedures. The group has chosen to adopt the Pre-school Learning Alliance's set of policies and procedures in order to ensure it meets the requirements of the Early Years Foundation Stage and has carefully adapted them to ensure they reflect the playgroup's actual day to day practice.

Regular staff meetings provide staff with opportunities to discuss individual children's progress, the key person system and group planning, as well as identifying individual training needs. These meetings enable all staff to be involved in the ongoing improvement and development of their provision, ensuring that all children have their individual needs met and all staff have the opportunity to extend their understanding and knowledge of early years practice. They have attended a wide range of additional training opportunities and have subsequently implemented their knowledge throughout the practice. The close partnership between the staff and committee enables the setting to improve. This further enhances children's experiences and ensures all staff feel supported and valued.

Extensive risk assessments are undertaken for all areas of the pre-school and any outings or additional activities incorporated into the programme. High adult to child ratios ensure all children receive quality time in the setting and they are always fully supervised when playing indoors or outdoors. Staff develop excellent relationships with parents and other practitioners. Parents receive a wide range of information on the playgroup, the curriculum and their child's welfare and progress. Notice boards and files at the entrance to the setting provide extensive information about the setting's policies and procedures as well as other useful information, for example, about childhood illnesses. Some of the information and material for parents devised by Shipdham playgroup has been adapted for use by other pre-school settings. Parents feel welcome and say their children are happy and well cared for within the setting. They particularly appreciate sharing in contributing to their child's 'scrapbook', for example, recording information and photographs of the child at home and attending 'scrapbooking' sessions held at the primary school where they can celebrate their child's achievements. Parents are encouraged to be part of the committee, enabling them to have a voice when making decisions. Well established settling in routines ensure children settle quickly, although, the playgroup staff would like to develop this further through

home visits. Children moving onto the school on site settle quickly as they are very well prepared through visits with staff members and shared activities and facilities with the reception class. Excellent systems are in place for supporting children with special educational needs and/or disabilities. Staff have excellent working relationships with other people providing care and support to children, ensuring continuity of care is maintained. For example, they work closely with the local speech and language therapist and area special educational needs co-ordinator.

The setting has moved from strength to strength since the last inspection, fully addressing all of the recommendations arising from it and consequently has an excellent capacity to improve further.

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

All children make outstanding progress in their learning and development because of a well planned curriculum that provides an inclusive and interesting environment both indoors and outdoors. Staff give a high priority to children's welfare and to developing relationships with them and their families. Regular communication with parents, together with clearly focused observations and assessments of children's progress ensure the staff have a thorough knowledge of what each child can do. This enables them to plan for future learning successfully, devising an action plan for each individual child covering all areas of learning. Using an 'All About Me' form completed by parents about their child, staff are able to build up a picture of each child's particular needs, interests and experiences and then use this information to plan suitable activities. A key person system is in operation and this enables every child to have their individual needs met by the staff who have an excellent knowledge of their key children.

When children arrive at Shipdham playgroup they leave their parents happily and settle quickly. Staff welcome them and their parents warmly, giving them a high level of attention and care and are consistent in their expectations of the children's behaviour. Opportunities are planned for children to make their own decisions in play and in self selected activities. For example, resources are accessible to children to choose what they want to use when playing with play dough, whether it be scissors, cutters, rolling pins or pipe cleaners.

Displays reflect a wide range of learning activities and independence. For example, children are encouraged to select resources, make and hang up their own Easter cards and other creative pieces of work. A section of the wall display is allocated for 'graffiti' as children are encouraged to try mark making and express themselves.

Children are encouraged to care for the environment through topics and activities on recycling. The whole group recently made an 'Elmer the Elephant' poster, largely using packaging from their packed lunch boxes. A recycling bin displayed prominently in the room prompts them to save what materials they can.

Children are extremely well behaved and learn to share and take turns, seen when

they were all awaiting their turn to stroke the rabbit which one child and his mother had brought to the session. They use excellent hygiene routines, helping to prevent the spread of infection. For example, they knew that it was important to wash their hands after touching the rabbit and before eating food.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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