

# Horsendale Playgroup

Inspection report for early years provision

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**Unique reference number** 253134  
**Inspection date** 21/04/2010  
**Inspector** Tara Street

**Setting address** New Community Room, Assarts Road, Nuthall, Notts, NG16 1AP  
**Telephone number** 0776 9872974  
**Email** 0776 987 2974 (Mobile)  
**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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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*.

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

Horsendale Playgroup is run by a voluntary management committee. It opened in 1985 and operates from a self-contained community room within the grounds of Horsendale Primary School in Nuthall, a suburb of Nottingham. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting is open Monday, Tuesday, Wednesday and Friday from 9.00am to 11.30am and on Monday, Wednesday and Friday from 1.00pm to 3.30pm term time only. The setting also offers an out of school provision which is open Monday to Friday from 7.30am to 8.55am and 3.35pm to 6.00pm.

There are currently 79 children on roll. Of these 67 are under eight years and of these 46 are within the Early Years Foundation Stage. Of these, 32 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the managers, who work directly with the children. Of these, six hold an appropriate Level 3 qualification in early years, one holds a Level 2 qualification and one is currently working towards a recognised qualification. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending time in a relaxed and friendly environment, where staff get to know them well as individuals. They are involved in a good range of activities, both indoors and outside, which are provided according to their interests, and enhance their learning through play and conversation. The positive relationships established with parents and carers contribute towards children making good progress in their development. Staff regularly review their provision and attend ongoing training to increase their knowledge, and maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- promote children's experiences by providing a more varied range of different writing media available at the mark-making area
- develop links with all other settings providing for children in the Early Years

Foundation Stage to ensure a complementary curriculum and continuity of learning and care

- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any treatment given
- develop the system for gathering information from parents when children start about what they already know and can do to inform initial planning.

## **The effectiveness of leadership and management of the early years provision**

Staff carry out annual and daily risk assessments to ensure that children play and learn in a safe environment, both inside and out. Clear staff recruitment procedures check staff suitability to work with children. Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. Staff update their knowledge regularly through ongoing training and record existing injuries as routine. All this helps to protect children from harm. Record keeping documents, policies and procedures are in place to guide staff practice. However, parental signatures are not consistently gained on accident records to show parents have been informed of any treatment given to children.

Highly qualified and experienced staff provide a flexible service for families and children who attend. They provide a welcoming environment in which children can choose to relax or be active, with access to a very good range of well-organised resources. Effective staff deployment provides good support for children's welfare and development. They get to know children as individuals, which means that all children's needs are well met. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions, newsletters and a parents' notice board. They use information supplied by parents to get to know about children, however, this does not include their likes, dislikes and what they already know and can do to inform planning for their first sessions. The setting fosters good partnerships with other professionals, particularly for children with special educational needs and/or disabilities. Staff are committed to inclusion and have experience and training to support the care they provide. However, sharing of more regular information about children's ongoing progress and achievements with other early years settings, where children also attend, is not fully established in order to ensure a complementary framework and continuity of learning and care.

The setting's self-evaluation gives the managers a good understanding of the strengths and areas for development of the early years provision. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children.

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

Children are happy and comfortable in the setting and enjoy their time at the setting. They operate independently as they choose what they want to do and engage in purposeful play both on their own, in small groups and when participating in adult-led activities. Staff are enthusiastic and skilled practitioners who are effective in supporting children's progress towards the early learning goals. They use very clear explanations to support children's learning, for example, when a child queries what a member of staff is doing or why something is happening. This also helps children to feel secure. Staff also use other effective techniques such as modelling, for example, showing a child how to cut with scissors. Relevant and regular observations are noted on what staff observe children can do. A detailed tracking system ensures that any gaps in children's learning are identified and subsequently planned for.

The session is fast paced and as a result this secures children's interest and enjoyment. A good range of activities are provided that cover the areas of learning. Children enjoy the freedom of deciding when to have snacks and are familiar with the routine of hand washing prior to this, which they do independently. They are able to choose whether they play indoors or outdoors for the majority of the session and a good range of resources are available in both areas. This includes large and small physical equipment. Children listen attentively at circle time and join in enthusiastically with discussions on feelings and facial expressions. They speak clearly and confidently when they respond to their name at register time. They become engrossed in story time and make suggestions about what is happening. They enjoy using their imagination as they play with 'small world' and role play resources. Children's sensory experiences are promoted well as they explore and investigate a variety of media and materials, such as dough, sand and water play and art materials. However, the range of small tools and different writing media freely available for children to experiment with during mark-making activities is less well developed. For example, envelopes, sticky notes, stencils, stamps, diaries and clipboards. Frequent opportunities to count mean that children make good progress in this area and can confidently count beyond 10. Children enjoy using information communication and technology equipment, such as the computer, to operate a simple programme, as well as a range of battery operated and programmable toys.

Children join in enthusiastically with singing, recalling the words to familiar songs. They enjoy exploring and investigating and some children spend a considerable amount of time at the soil tray. They use containers, jugs and weighing scales as they experiment how to fill and empty the pots and see which is the heaviest and lightest. A member of staff effectively extends children's learning as she leads a discussion about weights and measurements. Children experience a good range of regular activities both inside and outside which develop their co-ordination and balance skills. They eagerly participate in games, ride on bikes and explore the garden area. During activities children learn about keeping themselves and others safe, such as learning to use play equipment safely. Children's behaviour is consistently managed. Staff are very clear in their explanations of why something

is inappropriate to support children's understanding of right and wrong. As a result children behave well and are considerate of others. A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which includes fresh fruit. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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