

Roughton Under 5's Playgroup

Inspection report for early years provision

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Inspector

Aune Turkson-Jones

Setting address

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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*.

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Description of the setting

Roughton Under Fives Playgroup has been registered on the current premises since 1994, operating from a portacabin within the grounds of St. Mary's Primary School, Roughton. A maximum of 20 children may attend the playgroup at any one time. The group is open each weekday from 09.00am to 11.30am, during school term-times only. Children have access to a secure enclosed outdoor play area, plus the group use the school outdoor areas at designated times.

There are currently 20 children aged from two to under five years on roll. Of these, seven children receive funding for nursery education. Children come from a wide catchment area. The playgroup currently supports two children with special educational needs.

The playgroup employs three staff. All three members of the staff, including the supervisor, hold appropriate early years qualifications. A parent rota operates to provide additional adult support each session. The playgroup receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The supervisor and her team work closely with a dynamic committee, to provide a stimulating environment for children to enhance their learning and development. The staff are experienced and attend a varied range of training events, so that they are fully able to meet the needs of the early years children well. The setting is fully inclusive and has an ethos centred around good continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the site so that there is greater provision for disabled access and to ensure there are greater opportunities for free flow activities
- ensure that kitchen access is more secure.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good and the committee works closely with the pre-school staff to ensure that the provision is the subject of ongoing evaluation and improvement. There are currently close links with the local authority, as the setting is in the process of seeking funding to make significant changes to enhance the provision. All staff are fully committed to providing the best learning environment for the children in their care. Self-evaluation is accurate and thorough and reflects the views of staff, parents and children. Staff have clear

roles and responsibilities and support each other well during the daily running of activities. Committee members also play an active part and are frequently on site to provide additional help. Staff are well-qualified and experienced in supporting children with special educational needs and/or disabilities and this contributes to the effective promotion of equality and diversity. Effective use of resources, such as posters, pictures and depictions of different cultures, heighten children's awareness of cultural diversity and help them to develop positive attitudes towards others.

Staff vetting and recruitment checks are thorough and a robust system is in place to ensure that all staff remain suitable to work with children. Children's welfare is further enhanced by a secure framework of policies and procedures and regular child protection and updated first aid training. There are secure procedures to ensure the safe administration of medicines, and the logging of all accidents and incidents.

The management carries out regular risk assessments of the facilities, on an annual and also daily basis. This is especially important as this temporary setting is currently in need of some improvements. An example is increased security in the open kitchen area and greater access for wheel chair users.

Staff have good relationships with parents and carers and regularly supply detailed information through individual reviews, surveys and one to one conversations. Children's progress is also shown through their 'learning journeys' which are filled with learning objectives and examples of their achievements. The setting also works very well with the host school to ease the transition for the older children.

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

Children are happy and comfortable in the setting. They are known and treated as individuals and most are confident enough to operate independently, and make their own choices. The day has an orderly start with registration activities and the children sitting around the supervisor. English, French and Spanish phrases are used in the setting to greet the children and encourage their linguistic skills. Opportunities to develop counting skills are used well as the children count how many people are present and early mark-making is evident as most can trace the letter for their names. Some children extend this by picking out name cards from a notice board for specific individuals. Staff encourage children to be polite and courteous with each other and positive behaviour is reinforced. The sessions are packed with a variety of different activities, centred around the Early Years Foundation Stage framework, and children have opportunities to develop further within the six areas of learning. Personal choice is emphasised here and children have opportunities for structured activities which have been set out, or can select or make up their own. Staff help to develop children's learning by using skilful questioning and celebrate achievements by their addition to children's learning journeys. Progress is noted and monitored regularly by all staff. Children are stimulated and thoroughly enjoy their learning. Children feel safe and the premises are secure. Visits by the fire, paramedic and RAC services enhance the children's understanding of safety and consequently they feel very safe.

Promotion of healthy lifestyles is good and children may select from a range of healthy snacks each day. Snack times are social times and children sit down to eat together. Staff promote good hygiene practices and communicate their high expectations to children. The setting has limited space and children would benefit from greater opportunities for free-flow play.

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	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

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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