

# 3-2-4 Playgroup

Inspection report for early years provision

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**Unique reference number** 132995  
**Inspection date** 07/07/2010  
**Inspector** Fiona Robinson

**Setting address** The Portacabin, School Drive, Chandag Road, Keynsham,  
Bristol, BS31 1PQ

**Telephone number** 0117 9863290

**Email**

**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**

3-2-4 Playgroup is a long established group which opened in 1986. It is located in a portakabin on the school site with its own fenced outside play area and serves the local community. There is ramped disability access to the building. Sessions operate from 9.15am to 11.45am and 12.45pm to 3.15pm, Monday to Friday during the school term. 3-2-4 playgroup is registered to provide care for 18 children in the age range of three to five years. There are currently 51 children on roll, all of whom are funded. The playgroup caters for children with special educational needs and/or disabilities and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is managed by a parent committee and is a member of the Pre-School Learning Alliance. There is one play leader and five other members of staff, most of whom hold a relevant childcare qualification. Support is provided by an advisor from the Bath and North East Somerset local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision at 3-2-4 Playgroup is good. All children are fully included in a wide range of enjoyable, interesting and exciting activities in a bright and stimulating environment. Staff take into account their individual needs and interests and information is shared very effectively with parents. There are good partnerships with the host schools and effective links have been built up with outside agencies. The manager and staff have a good knowledge of the setting's strengths and areas for improvement, and a good commitment to continuous improvement.

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

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

- develop sensory experiences, resources and areas in the outdoor area
- develop the use of technology in activities and for recording children's experiences

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

Safeguarding is good, because comprehensive policies and procedures are implemented to ensure children are safeguarded from harm or neglect. Staff have a good knowledge of safeguarding and child protection procedures. Risk assessments are carried out regularly and documented to minimise risks and ensure children stay safe. Staff provide a high level of supervision indoors and outdoors, and are vigilant to ensure children's safety. There are robust systems in place for staff recruitment and vetting, and rigorous systems in place for parents to

follow when collecting their children. Effective use is made of the outside play space and children use a range of equipment that is safe and suitable for their age.

Partnerships with the infant school, junior school and outside agencies are good and information is shared effectively to ensure a smooth transition to full-time education. The setting benefits from the use of its own outdoor area. Partnerships with parents are warm, open and friendly. They say their children really enjoy attending the pre-school and the open door policy makes them feel very welcome at any time. They consider staff provide interesting and fun activities for the children and keep them fully informed of their children's achievement and progress. There is excellent engagement with parents and carers. Key staff record evidence of the children's achievement in Learning Diaries using written observations and photographs. They find the diaries are a valuable tool for reflecting what the children know, understand and do. These are regularly shared with parents, who are also kept well-informed of special events and activities through newsletters, informal discussions and the parent's notice board. Parents and carers value the Open Day when they come to the setting to look at their children's Learning Diaries and talk about what they can do. The Playgroup Management Committee is very active in fundraising for the setting and parents are very supportive of fundraising activities such as the Summer Barbeque, Easter Fair and Christmas events.

The setting is well-led and managed and there are good self-evaluation procedures in place for identifying what works well and areas for improvement. Staff meet weekly to discuss planning and assessment and share information with one another. The views of parents are taken into consideration when identifying priorities for planning. There are clear plans in place for the development of the layout of the outside area to include sensory areas and resources. Staff have also identified the need to develop the use of technology in activities, such as the interactive whiteboard and the recording of children's experiences. They promote equality and diversity very actively and effectively. As a result, all children are fully integrated into well-planned activities and achieve well. Good progress has been made in addressing the recommendations of the previous inspection. In particular, staff have developed an effective planning system based on the children's next steps in learning and regularly monitor their progress. Effective use is made of a good range of resources to meet the needs of the children. Staff regularly attend training to enrich their qualifications. They demonstrate a good capacity to improve in the future through strong teamwork.

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

Staff involve children well in the planning and value their contributions. They maintain a positive, interesting and exciting environment with bright displays of the children's work. There is effective use of topics such as People Who Help Us and Pirates to enrich children's learning and children are keen to explore their environment. There is excellent enjoyment and children achieve well because activities are well-planned, organised and resourced. All children are helped to appreciate diversity through festivals such as Easter, Diwali and the Chinese New Year, and activities such as storytelling, sari wrapping and food tasting enrich their

experiences. They are fully involved in a sponsored brick building activity for charity and enjoy seeing how high they can build their towers. Children are polite and well-behaved. Staff are excellent role models who provide praise and encouragement to all the children. They work hard to develop their self-esteem and confidence. Children play well together. They take turns to make their Jolly Roger flags and share their resources sensibly. They develop their independence well as they dress up as pirates and dance and skip to snack time. Children's health is promoted well through physical exercise. They enjoy climbing up, through and over the climbing frame. They also like to ride their bikes, scooters and cars outdoors and practise their ball skills. They develop a good understanding of keeping healthy and safe. They enjoy making fruit salads and choosing healthy toppings for their pizzas. They use tools safely as they make bread hedgehogs and benefit from talks on fire safety, road safety and sun safety. They independently pour their own drinks of milk and water at snack time. Children are very keen to take part in the wide range of activities linked to the theme on Pirates. They enjoy making treasure maps and painting the treasure chest. They carefully thread jewellery and paint pictures of their Pirate ship. They enjoy learning through role play as pirates on board their pirate ship outdoors and balance carefully as they walk along the balance beam. They listen well to stories such as 'Mr Jelly and the Pirates' and are keen to answer questions based on this. Most of the older children can count to twenty and write their own names. They like to sing the Pirate song and dance to music. They use their imaginations well as they use rainmakers and percussion instruments to create the sound of waves and the sea. They move sideways like crabs and create colourful pictures of mermaids and sea creatures for the collage entitled Under the Sea. They show an interest in growing their own vegetables and sunflowers from seed and watching how they grow. They can name shapes and recognise written numerals. They show an interest in learning about the life cycle of a butterfly and create symmetrical patterns on the wings of their individual butterfly shapes. Staff have identified the need to increase the use of technology in activities, although children enjoy using the programmable toys and the computer. Overall, the children are well-prepared for their next stage in learning and life outside the school day.

## 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	1
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	2
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	2
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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	1
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