

# Longhorsley Village Playgroup

Inspection report for early years provision

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**Unique reference number**

EY405427

**Inspection date**

08/06/2010

**Inspector**

Anthea Errington

**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**

Longhorsley Village Playgroup was originally registered in December 2006 and re-registered in 2009 due to changes in the management and organisation of the setting. The setting is registered on the Early Years Register to care for a maximum of 30 children, aged from two to under five years at any one time. There are currently 23 children on roll. The provision is open on Tuesday, Wednesday and Friday from 9.30am until 1pm during term time, this includes lunch time provision. There is a wrap around collection and drop off provision for four year olds who also attend the local school. Children are accommodated within a single storey community hall and have access to the entrance hallway, main hall and toilets. They also have occasional activities in the annex. There is a fully equipped kitchen. Children access an enclosed outdoor play area close to the setting. All staff hold recognised childcare qualifications including paediatric first aid certificates.

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

Overall the quality of the provision is good.

Staff members demonstrate very caring and supportive relationships to children and their families. They have a good understanding of the Early Years Foundation Stage and plan activities in line with the six areas of learning. Systems to observe and assess children are still in their infancy, however, the staff members clear knowledge of childcare and development underpin the good progress children make in their overall learning. The setting is fully committed to providing an inclusive environment where all children have their individual needs very well met. Systems to reflect on the provision and to target areas for improvement have not yet been fully developed.

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

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

- continue to develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

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

Staff members have a very good understanding of their roles and responsibilities with regard to safeguarding children in their care. Staff and volunteers have recently completed online safeguarding training and are clear of the procedures they should follow if they have any concerns. The clear and informative policy

relating to safeguarding ensures parents are fully aware of the procedures they would follow. Staff members are vigilant in the care of children in the setting and on outings and conduct thorough written risk assessments to ensure children's safety. Staff members teach children to keep themselves safe, and work with them in developing effective practices to ensure their safety and well-being. For example, children practise road safety while on outings and state they must 'look and listen for cars' while preparing to cross roads. In addition children and staff wear high visibility jackets on all outings to further ensure their safety.

The setting clearly recognises the importance of continuous improvement and is currently working towards the completion of its own self-evaluation document. In addition, all weekly activities are evaluated to ensure children continue to be provided with the best possible care and education. Staff work well together deploying themselves effectively to successfully meet the children's needs. The learning environment is well organised with easy access to resources that fully meet the needs of all children. The very good range of play equipment is extremely well maintained and age-appropriate, offering interesting variety. The setting displays an extremely positive attitude towards equality and diversity and works very hard to provide an enabling and inclusive environment which makes parents and children feel welcome. Children with special educational needs and/or disabilities make good progress because of the excellent support the provision provides for each of their specific needs.

Partnerships with parents are good. Parents receive a good range of information regarding the setting. For example, policies and procedures clearly outline the service provided. Parents are encouraged to share their children's learning at home. For example, children are given opportunities to take the nursery teddy home, and with parents support complete a daily diary of their interests at home. Parents are kept informed of their children's achievements and progress through regular contact with staff. The daily exchange of information, informative notice boards and a regular newsletter all ensure effective two-way flow of information between the setting and home. Children's learning and development files are still in their infancy, however, they are beginning to be used to share children's progress and learning with parents and carers. Parents are extremely complimentary and state staff are doing an excellent job and the setting is totally inclusive and flexible in addressing children's individual specialist needs.

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

Staff have a good understanding of the learning, development and welfare requirements and use their invaluable knowledge of each child to ensure that all activities are presented in such a way as to best suit individual needs and abilities. Children display warm and close relationships with the staff members which results in them fully enjoying their time at the setting.

Children show curiosity and increasing independence as they select from the resources which are readily available to them. They constantly receive purposeful support from staff so they feel safe, valued and secure, which increases their

desire to learn. Children have lots of fun and display great interest in the planned painting activity based on the theme of 'oceans day'. They are given good opportunities to develop their mark-making skills as they trace around staff on the large pieces of paper secured to the floor. They develop their concept of size and measure as they discuss how much bigger the adults are compared to them. Children continue to develop their problem solving and numeracy skills as they calculate how much cheese spread they will need to fill their 'cucumber boat' snacks with. Children are confident communicators and staff are highly skilled in encouraging children's language skills further. For example, they use purposeful questions and provide children with lots of praise and encouragement as they describe the sea creatures displayed. Children describe the jelly fish as being 'wobbly' and the shark as being 'sparkly'. Children's understanding of time is evident. They expertly recall specific events and talk about recent trips they have had on a boat and describe the crabs they have seen with big claws. Staff listen carefully to the children and support them further by selecting pictures and models of sea creatures. A strong emphasis is placed on developing children's awareness and understanding of the natural world and children are provided with excellent learning opportunities. For example, the setting has recently acquired an allotment which they share with the nearby school. Children show great enthusiasm as they visit the plot of land and are animated in their discussions of the plans they have in place. This regular access to exercise and fresh air, combined with the healthy and nutritious snacks provided to them, ensures children learn fully about the benefits of a healthy lifestyle from a very young age. Children are given very good opportunities to build on their understanding of technology and confidently use the digital cameras to take their own photographs. Such skills ensure they are well prepared for their future success.

Children have very good opportunities to learn of their local community and regularly visit parks and places of interest in the local village. Children's knowledge and understanding of the wider world is greatly enhanced by the provision of exciting and innovative activities. For example, a favourite storybook is used to encourage children's imagination as they pretend to visit various countries around the world. They participate in various crafts such as making Mexican masks, chalk temple cats, Swiss cow bells, Kenyan drums and clay Russian dolls. As well as this they are given the opportunity to taste foods and listen to music from around the world. The setting is fully committed and takes all reasonable steps to ensure the children's welfare needs are well met. Staff members are very good role models to the children and reinforce and encourage positive behaviour. They skilfully use verbal and non-verbal praise to encourage the children's very good behaviour, the result being that children behave well in the staff's care and respond positively towards them.

## 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	3
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	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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