

Happy Days Playgroup

Inspection report for early years provision

Unique reference number

205255

Inspection date

22/06/2010

Inspector

Stuart Herbert

Setting address

St. Andrews C of E First School, Marymans Road, Evesham,
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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*.

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

Happy Days Playgroup is a privately owned group that opened in 1972 and changed ownership in 1996. It operates from two rooms within a mobile unit in the grounds of St. Andrews First School in Hampton, Evesham and has an enclosed area for outdoor play as well as use of the school's forest site. The group serves the local area and has strong links with the school.

The playgroup is open from 9:00am to 11:30am and 12:30pm to 3:00pm Monday to Friday in school term times only. Children attend for a variety of sessions. There are currently 43 children on roll. Of these, 19 children receive funding for nursery education. The playgroup supports children with special educational needs and/or disabilities and children for whom English is an additional language.

Five staff work with the children, all of whom have appropriate qualifications to Level 2 or above. The playgroup receives support from a mentor teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The good management of the nursery is effective in promoting good outcomes for all children. Arrangements to ensure the welfare and safety of children are clearly demonstrated by a caring team of staff who are well led by the nursery leader. The good practise is inclusive, ensuring children's individual needs are fully understood and respected. Good links with parent and carers as well as outside agencies ensure a consistency of care and learning and access to any additional support that is required. The staff team use robust systems to monitor, review and reflect on current practice to continue to support good quality care and education for all children. The recommendations from the last inspection have been addressed and the setting has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve the provision and quality of outdoor learning for all children
- identify areas and share ideas through the robust self-evaluation process concerning how the good provision can be improved to outstanding
- ensure the good indoor free-flow learning is extended to include outdoor learning opportunities.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good, and well managed procedures and work practises ensure all staff are able to play a full and supportive role in ensuring children are well cared for and safeguarded. Parents and children are welcomed at the start of the day by staff who ensure that the entry point is safe and secure. Children know daily routines and begin the day enthusiastically, with free-choice activities. The provider is highly motivated and passionate about providing high quality care and guidance to all children. All staff, parents and carers are valued and their opinions are sought to further improve the good practise.

Self-evaluation is good, however all staff would benefit from knowing what needs to be done to improve the provision to an outstanding level. The provider has identified the need to improve the outdoor area, with a wider range of learning opportunities and to develop the good indoor free-flow practice to include more outdoor learning opportunities. The Forest School initiative is an outstanding aspect of the nursery provision.

Staff are well qualified and Criminal Records Bureau checked. They have designated roles and responsibilities to ensure the care and safety of all children. There are effective procedures in place for identifying any child at risk or harm. Children with special educational needs are identified as soon as is possible and good partnerships with parents and outside agencies ensure that support and advice are actioned through detailed learning plans. The professional development of all staff is central in continuing their knowledge and understanding of childcare and development. Children are very well supervised and taught to be safety conscious, as well as guided to understand the importance of hygiene in their daily lives. A robust risk assessment and hazard analysis system are in place to ensure all indoor and outdoor equipment and spaces are safe. As a result of the effective practise, which is used consistently by staff, and the high regard for children's health and well-being, the risk of cross-infection is minimised and appropriate steps are taken to deal with accidents and the administration of medicines.

Relationships are a key strength within the setting. Staff have close and supportive relationships with children, allowing them to feel secure and confident in their play and learning. There is constant but purposeful chat between adults and children, which creates a warm and trusting learning atmosphere. Children speak about what they are doing and enjoy sharing their thoughts with each other and with adults.

Children have a wide range of indoor resources to choose from, such as, construction kits, sand trays, painting equipment, computers, digital cameras, reading books, role play materials, toys, trumpets and jig-saws. Outside play includes opportunities to use a peat tray, tents, see-saw and large tyres. There are plans to extend this further with more equipment and increased opportunities for indoor/outdoor free-flow learning. An outstanding aspect is the quality of current indoor free-flow learning that has been developed. Staff have worked hard to ensure both rooms are organised for learning, with mark areas to support the

beginning of writing. Adults skilfully direct and encourage children to make independent decisions about what they choose to learn.

The staff allow parents sufficient time to discuss any issues or concerns about their child when they drop off and collect children on a daily basis. A daily notice board supports staff in understanding what key events occur during the day. Parents talk about the good quality care and support provided by all the staff and value the information that is shared with them about their child's progress. The key worker system works well in addressing the needs of groups of children and the work is carefully monitored by the provider. Children with special educational needs and/or disabilities are well integrated and strategies used are successful in supporting all children. The outcomes for children and their experiences are positive and rewarding.

Detailed planning for learning as well as reviews of current practises and procedures are embedded in the management of the setting. Staff have identified next steps to learning for all children and there are ongoing improvements which are beneficial to all children. For example, children do not have free-flow access to the outside play area, however, current plans show how outside learning is to be developed to match the high quality Forest School learning experiences and support the indoor/outdoor free-flow learning experiences for all children.

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

Children are happy and enjoy good relationships and the opportunity to work on their own, with a partner or be a team member. Their personal, social and emotional development are well supported and nurtured. The good key worker system supports all children and ensures they receive a consistency of care which gives them reassurance to feel safe and cared for while allowing them to develop a positive attachment with their key person. Children are valued as individuals and their specific care and development needs are well planned for and supported by a caring team of adults. Children achieve well and are active learners with good attitudes to their own learning. Their behaviour is good and is supported by the encouragement from staff on how to play safely, as well as learning to share and negotiate with others.

The Forest school has allowed children to explore topics such as 'Bear Hunts and 'Very Hungry Worms'. Children have an impressive record of their outdoor learning experiences in well documented folders. These topics fully support their knowledge and understanding of the world and provide opportunities for physical development. Children are encouraged to use as much language during their free choice time, which is always supported by adults who question and encourage conversation with themselves and with other children. Daily routines, such as snack time and outdoor play times, support physical development and healthy eating. Children of all ages are provided with opportunities to be inquisitive, ask questions and practise their mark-making skills. Children use good team building skills to build a tower and take turns to support each other. At the end of the morning adults and children sing 'Five Cheeky Monkeys Sitting in a Tree'. The

children count as they sing, understanding the concept of 'one less' and they enjoy working together.

Children develop a good understanding of healthy eating at the end of the morning session when they eat a selection of fruit and salad with a choice of milk or water. Children's good health and understanding of personal hygiene are promoted very well through good practises used by staff and taught to children.

Detailed plans support clear guidance for all staff in ensuring that all children receive an educational plan to support good progress. The provider has a very good understanding of the Early Years Foundation Stage and how children learn. All staff through the key worker system ensure individual needs are met which reflect learning styles and characters. Children make good progress towards the early learning goals because of the varied range of opportunities provided by the setting. Regular observations and assessments are carried out, leading staff to identify children's next steps which are effective in promoting further development, enabling them to make good progress. The planning and observation systems are monitored and evaluated to provide staff with good feedback on how effective the systems are in enabling children to learn and develop.

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

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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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