

Burrough Green Playgroup

Inspection report for early years provision

Unique reference number

221815

Inspection date

15/09/2010

Inspector

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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*.

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

Burrough Green Pre-school is a well-established group managed by a voluntary committee of parents. It operates from a classroom in the primary school in Burrough Green, near Newmarket. Children have use of a main group room and a side annexe. The pre-school shares toilets and outdoor play areas with the school.

The pre-school mainly serves the local, rural area but attracts some families from the wider area. There are currently 22 children on roll, some of whom are in receipt of funding for nursery education. Children attend for a variety of sessions. The group supports children with special educational needs and / or disabilities and those who speak English as an additional language. The group opens five mornings a week during school term time. Sessions are from 8:45am to 12:15pm. During the summer term additional sessions are available for older children who will enter the reception class in September, subject to parental demand.

Four staff work with the children each day, three of whom have appropriate Level 3 qualifications and one has Level 2. The setting is a member of the Pre School Learning Alliance and receives support from an early years mentor from the local authority. The pre-school works in close partnership with the primary school, which enables them to share resources and expertise. It is registered with Ofsted on the Early Years register and the voluntary and compulsory parts of the Childcare Registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children, including those who have special educational needs and/or disabilities and those who are learning English as an additional language, make good progress because the staff provide stimulating activities for them and support them well. The manager and her team provide sound management and have begun to evaluate the provision to identify how it can be improved. All members of staff undertake regular training in a very wide range of topics so that they have the skills and expertise to meet the needs of all children. The playgroup has recently moved to temporary premises while the school is rebuilt, and deploys the current resources well. The manager has not identified some omissions in the policies and procedures for safeguarding the children which could put them at risk. The setting uses reflective practice to identify areas for improvement and is able to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the safeguarding policy includes the procedure to be followed in the event of an allegation

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- being made against a member of staff
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB disclosures and the date on which they were obtained.

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

- develop further risk assessment records and evidence of the daily checks of the premises, so that they cover anything with which a child may come in to contact.

The effectiveness of leadership and management of the early years provision

The playgroup runs smoothly on a day to day basis. The staff are very experienced and work closely as a team. Children feel safe and well cared for because the premises are secure and because adults supervise them closely. There are satisfactory procedures in place for ensuring the children's safety, for example, when they walk to the playground through the school's car park. Policies and procedures are reviewed regularly although the current safeguarding policy does not state the procedure which should be followed in the event of an allegation against a member of staff, which is a breach of requirements. Staff are vetted thoroughly, although the evidence of these checks is not available on site for inspection as required. Visitors sign in and the main gate is always closed. The manager checks the premises each day to identify any hazards which could cause an accident, and carries out more thorough risk assessments before taking the children off site. However, records for these could be developed further to fully cover anything with which a child may come in to contact. If children need to be given medicine or they have an accident, there are procedures for keeping parents informed.

The setting engages in self-evaluation and through this there have been a number of improvements since the last inspection. For example, the children now practise leaving the building more frequently, so that they know what to do in an emergency, and they now play with more varied resources which reflect the world around them, such as multicultural dolls and books. The staff track the progress of all children carefully, and keep records of their achievements in each area of learning. These records show what opportunities they need to plan for the children so that they will make further progress. The manager shares her records with the Reception teacher and this provides good continuity for the children. The playgroup works very closely with the adjoining primary school, for example by being involved in a wide range of special school events such as Sports Day and Harvest Time. In the term before they join the Reception class the children spend one afternoon each week there to help them settle in. The manager also works in the Reception class each afternoon. This helps the children to settle very easily when they go to school.

The playgroup works very closely with parents so that they are very involved in their children's learning and are able to support their development at home. The staff know the families well and they try to accommodate their needs, for example by running additional sessions for the oldest children just before they start school and by encouraging parents to stay for part of the session until their children are happy to be left. Parents can always look at records of their children's achievements so that they understand the progress their children have made. They can talk to key workers at the end of the day so that they know what the children have been learning and can talk to them about the activities at home. The manager gives parents regular reports about their children's progress and how they are settling in, and parents are able to express their views about the provision and the playgroup's procedures through regular questionnaires. The manager works especially closely with parents whose children have special educational needs, and she seeks additional support for them from the local authority. The playgroup displays information about its policies and routines which parents can refer to, and the manager also shares information through regular newsletters. The playgroup also works very closely with its local community by involving the children in village events and inviting local people in as visitors. The children develop a very strong sense of responsibility and involvement through projects such as recycling and raising money for charity.

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

The provision in the playgroup is good. The atmosphere is calm and the classroom is well-equipped with a wide range of good quality equipment which helps children to develop in all areas of learning. There are construction kits, puzzles and many materials for creative tasks such as painting, making models and collages. Resources are well labelled and easily reached so that children find what they want to play with and help to put it away afterwards. Children enjoy books and they learn how to use a computer. They develop their imagination through role play and dressing up. The outdoor learning area is extremely well equipped and provides the children with many opportunities, including growing vegetables and exploring sand and water. They develop their physical skills by riding bikes and scooters and climbing on giant tyres. Boys especially enjoy playing on the wooden castle, and talking about the building work which they can see from the playground. The children make interesting visits, for example to the park and supermarket, and these help them begin to develop a sense of being part of the community. The children also take part in community activities such as recycling and decorating the church for Harvest. Visitors, such as the local police officer and parents, visit the children to talk to them and widen their experiences.

The children choose what they want to play with and the staff question them well to encourage them to explain what they understand. They challenge them to do things for themselves, like finding their own coat pegs, preparing their fruit and clearing away after snack time. They praise them for their politeness and this helps the children to behave extremely well. Staff are excellent role models, and children display outstanding behaviour because of this. The children are extremely happy

and they play together in harmony. They know it is important to share their toys and to wait their turn. Children are also developing high levels of self-confidence and really enjoy talking to visitors about what they are doing. The playgroup has an inclusive ethos and children who have special educational needs make very good progress because the staff support them well. The children develop new skills such as learning how to use scissors when they are making models, and they concentrate well on activities for considerable periods of time. They enjoy finding out about textures when they make soup, pizzas and gingerbread men, and these activities help the children to develop good speaking and listening skills. The children learn about other cultures and traditions, for example at Chinese New Year they tasted stir-fry vegetables and prawn crackers. The children enjoy learning about colours, numbers and days of the week and they enjoy singing nursery rhymes.

The children have a good understanding of healthy eating and keeping themselves fit and well because they eat fruit and vegetables at snack times, and they have very good table manners. They are also taught about the importance of road safety when they play with toy cars. They learn about avoiding the risk of infection because they wash their hands before eating. The skills the children learn at the playgroup stand them in good stead for the next stage of their learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	2
The effectiveness of safeguarding	3
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

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	1
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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