

Mayday Playgroup

Inspection report for early years provision

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Inspector

Beryl Witheridge

Setting address

45 Bush Road, Cuxton, Rochester, Kent, ME2 1LP

Telephone number

07899 966 606 mob

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*.

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Description of the setting

Mayday Playgroup opened in 2007 and moved to its current premises in 2010. It operates from the small hall situated in the village of Cuxton, Kent. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00am to 12.00pm Monday, Tuesday, Wednesday and Friday and Thursday 12.00pm to 3.00pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a local catchment area. The playgroup supports children with special educational needs, and also supports children who speak English as an additional language.

The playgroup employs eight staff. Of these six of the staff, including the manager hold appropriate early years qualifications. They receive support from the Early Years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners promote the unique learning and welfare needs of each child. Children explore within safe boundaries and enjoy being with staff and each other. The partnerships between the setting, parents and other agencies are established and help to ensure that the care and learning needs of the children are being met. All staff are involved in the evaluation process for the provision and the group has identified strengths and weaknesses and areas for improvement. Ongoing aims to improve and develop the provision helps to promote the outcomes for the children.

What steps need to be taken to improve provision further?

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

- make ongoing observational assessments of each child's achievements and interest and use them to provide relevant and motivating learning experiences that meet children's needs
- maintain a regular two-way flow of information, knowledge and expertise between parents and practitioners, to help support and extend children's learning and development
- have effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children are suitable to do so
- ensure that the policies and procedures contain the correct information such as the contact details for Ofsted and refer to the Early Years Foundation stage not the National Standards

The effectiveness of leadership and management of the early years provision

Children's safety is considered through the child protection procedures that ensure their welfare is promoted. Practitioners have access to a range of child protection guidance should they have a concern. All staff know and understand their responsibility towards the well-being of the children in their care. Recruitment and vetting procedures are in place but do not give full regard to gaps in previous working history to ensure that the children only come into contact with suitable people. The written risk assessment is carried out regularly and additional daily checks help to minimise any risks to children's safety.

Resources are deployed well with a wide range of toys and equipment available for the children. The equipment set out in the room is easily accessible, if children have a favourite toy or have a special interest in an activity they can ask for it and staff will get it for them from the storage shed outside; this helps children to make choices and develop independence. All children are included in all activities. All children are treated as individuals; staff know their specific needs and interests which have been identified when they first start through the 'All About Me' documentation and through the ongoing observations and assessments. However the observations and assessments are very limited but staff have identified this as an area for improvement and are receiving support from the early years advisor on how to improve these. Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children; parents come into the provision to talk about their home and culture and bring in foods from different countries for the children to taste. This helps to ensure children's unique learning and welfare needs are met. Staff attend regular training updates to ensure they are up to date with current practice requirements.

The staff demonstrate a commitment towards ongoing improvement. The use of self-evaluation is being developed. The manager and staff have started to evaluate the strengths and weaknesses of the provision, although not fully. They have an action plan for future improvements.

The setting works with the local schools to ensure all children receive consistency of care and their needs and progress are shared. The partnership with parents is well established and parents are happy with the level of care provided for their children. Parents and carers are provided with a range of written information and guidance which are available if they want to read it, as well as regular newsletters which keep them up to date. However the policies and procedures are not all up to date as some still refer to the National Standards and not the Early Years Foundation Stage. Parents have daily opportunities to discuss their children's progress with the key-workers and are welcome to come into the group at any time to discuss their development but are not accessing the written observations and assessments. The partnership with parents helps to support the children's needs effectively.

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

Children show they feel safe within the provision. They are happy, settled and secure because staff provide close care, and are attentive to their individual needs. They sit with the children either on the floor or at the table. Staff provide cuddles and hugs as they help children who have just started to attend to settle. They sit together in the book corner sharing books and stories. Children gain in their confidence and are developing their language skills. Individual needs and interests are identified and recorded in their 'All About Me' when the children first start at the group. Staff offer opportunities that build on children's known skills and areas of interest through their knowledge of the children.

The resources are organised into accessible and attractive areas, the imaginative play area, the book/quiet area, messy play and construction. Children are able to make decisions about what they want to play with, as well as taking part in adult led activities. Children enjoy singing and dancing; they are accompanied on the piano during their singing sessions, they sing and dance with enthusiasm. They sing a mixture of everyday nursery rhymes and some more unusual songs which are more challenging; they join in the actions with great joy and vitality. Children play well together but are also able to be independent and have autonomy in what they are doing. Children receive praise and support from staff at all times. Children have free access to a safe, secure and well resourced outdoor play area which allows them free flow play between indoors and out throughout the session.

Children are introduced to healthy drinks and snacks during the session. They pour their own drinks and spread their own toppings on their crackers, all of which increases their independence. Drinks of water are available at all times. Children are being encouraged to become independent when taking themselves to the toilet; they understand the need for good hygiene routines.

Effective behavior management procedures ensure that children are learning to develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. Any concerns over behavior are discussed with parents and any other professionals who are involved in the care of the family. Staff are good role models to the children; they deal with any behavior issues quietly, calmly and firmly. They are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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