

Owls and Pussycats Playgroup

Inspection report for early years provision

Unique reference number

EY402123

Inspection date

06/10/2010

Inspector

ISP Inspection

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

The Owls and the Pussycats Playgroup has been registered for many years and has re-registered in 2010 in new premises. It is committee run and operates from one main play room in Woodlesford Methodist Hall. The children have access to an enclosed outdoor play area. The setting is registered to care for a maximum of 25 children on the Early Years Register. The playgroup operates Monday, Wednesday and Friday, term time only, from 9.15 until 11.15 for children aged two to five years. In addition to caring for children over two years on a Tuesday and Thursday the setting also provides a stay and play session for children under two years and their carers. Four staff with relevant qualifications at levels 3 and 4, care for the children, along with supervised volunteers. There are currently 65 children on roll in the Early Years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are well promoted within a friendly, welcoming environment. Practitioners enthusiastically demonstrate excellent teamwork in order to effectively meet the individual needs of the children. Children are very well supported as they learn through play, ensuring good progress in all areas of the Early Years Foundation Stage. Partnerships with parents and others are secure and practitioners are committed to the continuous development of the provision, working hard to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the systems for self-evaluation, for example, by including the views of all staff, parents and children
- ensure the book area is attractive to children, in order for them to develop their enjoyment of reading.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because practitioners know how to protect children from abuse or neglect and they understand the procedures to follow in the event of any concerns or allegations. Training in safeguarding is given high priority for all staff. Robust systems ensure all adults involved in the care of the children are suitably vetted. Practitioners are vigilant about children's security, only allowing authorised collection of children and closely supervising all children in their care. Thorough risk assessments identify potential hazards and practitioners regularly review these, ensuring children play safely at all times. Resources are of good quality and are mostly deployed well to create an attractive environment indoors and

outdoors, supporting the children's learning and development needs. Practitioners support children's understanding of how to keep themselves safe with reminders, such as to sit properly on chairs so as not to fall. Regular emergency evacuation practises are carried out with the children to help them to understand fire safety.

Highly effective teamwork strongly contributes to the efficient organisation of the setting. Practitioners are dedicated to their work with the children and they communicate very well with each other to make sure children's welfare, learning and development needs are met. Practitioners are well trained and experienced and they understand how children learn through play within the Early Years Foundation Stage. All required documentation including effective policies and procedures is very well organised, up to date and confidentially stored. Systems for evaluating the quality of the provision are being developed, although these do not yet fully incorporate the views of all staff, parents and children. The management team understands the setting's strengths and areas to improve, putting plans in place to bring about positive changes, such as for developing the outdoor play area.

Children understand the familiar routine of the session and they contribute to this through the self-registration system or by helping with simple tasks, such as tidying away the toys. Children enjoy making simple decisions during free-play and they confidently choose what they would like to do from a range of well set out activities. Close and caring relationships between children and practitioners help children to develop a strong sense of belonging and security in the setting. Practitioners are sensitive to each child's individual needs and as such, ensure experiences for them are meaningful and relevant. Children who are still settling into the provision are given plenty of individual attention, reassurance and cuddles from their key person and they join in at their own pace.

Partnerships with parents and carers are secure and positively ensure children's individual needs are met, with regular communication exchanged in a wide range of ways. Parents are made to feel welcome through warm greetings and conversation. They access information on the notice board, through face to face discussion with staff and through a very informative website with current events and playgroup details. Parents are very happy with the service and speak highly of the way the setting is run, expressing feelings of being welcomed and included in what their child is doing. Parents know their child's key person, although equally feel confident to speak with any of the staff team at any time about their child's progress and well-being. Partnerships with others take into consideration the needs of the children and the setting has good working relationships with other local providers, such as childminders, nurseries and schools in the community.

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

Children are happy and confident in a caring environment with many opportunities and activities that promote their development well. Children enjoy a range of indoor and outdoor experiences with a good balance of free play and adult-led

activities. They have fun in the setting and high quality interaction from practitioners enhances their learning through play. For example, practitioners actively listen to children, ask open-ended questions and extend their vocabulary through lots of conversation. Children communicate well with each other and with adults, using language to negotiate in their play. They seek out their peers and join together in imaginary games, such as role play, taking their babies for a walk, or trying on different hats. They become engrossed in small-world play, such as with the train set, and they enjoy plenty of time to play undisturbed. Children's creative development is promoted well as they enjoy singing and music, using a range of musical instruments with delightful enthusiasm. They enjoy showing off their art work, such as drawings and self-portraits. Children's opportunities for counting are maximised in everyday ways and resources, such as counting-beads are available at all times. They demonstrate their mathematical knowledge as they thread beads together and talk about the different shapes and sizes.

Children thoroughly enjoy the social opportunities that sitting with their peer group brings. For example, they enjoy sitting together at snack time and they use lovely manners as they eat their fruit and have a drink and a chat. Children talk together about their pets at home and they watch in fascination at the imitation fish tank, looking out for their favourite ones as they swim past. Children enjoy singing the 'goodbye song' at the end of the session and all feel included as they name and wave to each person in turn. Children independently access what they need to support their play, engaging in self-chosen challenges. Practitioners maximise the available space to ensure all areas of learning are provided for, although the presentation of the book area does not always encourage children to select their own books to look at. Opportunities for children to develop their physical skills are planned into each session, with resources such as slides, tunnels and tents being popular way for children to move their bodies. Children's feelings of self-confidence are reinforced by practitioners giving plenty of positive praise, smiles and individual attention. Practitioners clearly know each child's unique personality and preferences and they show a genuine interest in what they say and do.

Children's health is promoted very well with good routines in place to ensure their personal hygiene needs are met. Children independently help themselves to tissues and put them in the bin after use and they understand why they need to wash their hands. Simple picture posters at children's eye level in the bathroom and at the drink table reinforce positive hygiene messages. Snacks are healthy and children enjoy a range of fresh fruit. They make choices about what they would like to drink and can access this at any time so they are not thirsty. Children do not attend the setting if they are infectious and relevant information about illnesses is shared with parents. Minor accidents are clearly recorded and practitioners all have current first aid knowledge. Practitioners work well together to ensure the environment and toys are clean and safe. Children behave very well in response to realistic expectations from practitioners. Good behaviour is emphasised and encouraged, whilst sensitive strategies are used to minimise unwanted behaviour, working with parents where necessary for consistency. Children are helped to understand the feelings of others and staff are positive role models, leading by example.

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

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| 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

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 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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| 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

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| 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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