

# Kibworth Village Hall Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	226423
<b>Inspection date</b>	13/10/2010
<b>Inspector</b>	Susan Andrews

<b>Setting address</b>	Village Hall, Station Street, Kibworth, Leicester, Leicestershire, LE8 0LN
<b>Telephone number</b>	07961 073857
<b>Email</b>	
<b>Type of setting</b>	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**

Kibworth Village Hall Playgroup was registered in 1974. It operates from single-storey premises that can be easily accessed by all children via a ramp to the side of the building. The setting has no outdoor play area. The playgroup is situated in the centre of the village of Kibworth Beauchamp in Leicestershire.

A maximum of 26 children may attend the playgroup at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is open during term time on Monday, Thursday and Friday from 9am to 12noon and on Wednesday from 9am to 3pm.

There are currently 21 children aged from two years to four years on roll. Children come from the local community and nearby towns and villages. The playgroup has experience of supporting children with special educational needs and/or disabilities.

The setting employs five staff, of whom three hold appropriate early years qualifications

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

Overall the quality of the provision is good.

Staff demonstrate a genuine desire to meet children's individual needs and provide a welcoming and friendly setting for all, where children are safe, have fun and steadily progress in their learning. They have a good overview of how to effectively implement aspects of the Early Years Foundation Stage in order to promote children's care, welfare and development. The setting forms strong links with parents, carers and with other's involved in the children's lives to ensure continuity of care. Good organisation and well-established documentation, policies and procedures keep children healthy and safe. Systems of self-evaluation and reflective practice are being developed to drive improvement.

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

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

- develop the existing observation and assessment systems to more effectively determine what children are learning and use these to determine children's next steps
- develop systems for self-evaluation and reflective practice to identify strengths and drive improvement
- ensure fresh drinking water is made readily available and easily accessed by children.

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

Staff work together with drive and enthusiasm to ensure the smooth day-to-day running of the setting. Recruitment and induction procedures ensure staff have relevant knowledge and experience and are suitable to work with children. A strong commitment to keeping children safe is evident and children are well supervised. Appropriate accident records are kept and a member of staff with a first aid qualification is always present. This enables them to respond positively should a child have an accident or become unwell whilst at the playgroup. All required health and safety policies and detailed risk assessments are in place to identify and reduce potential hazards and these guide staff in ensuring that children's welfare is protected. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed should they have a concern about a child in their care.

Children access a stimulating learning environment indoors through a variety of inviting and enjoyable play experiences. Children's uniqueness is valued, diversity promoted and observation and assessment systems are generally in place to monitor their progress through the six areas of learning.

Effective methods, such as the key person system, are in place to ensure that relationships between staff, children and parents are secure. Daily discussions and individual records are used to aid communication and information is shared to enable staff to care for children in respect to their individual needs, interests and parental preferences. The setting fosters close relationships with parents and others involved in children's care and links with local schools are well developed to aid a smooth transition as children move on in their education.

Strategies for the setting's self-evaluation and reflective practice are being developed in order to celebrate strengths and identify areas for further development of the playgroup provision. Documentation and required records are well maintained and reviewed on a regular basis to ensure compliance with regulations.

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

Children enjoy their play and generally make good progress in their development through the range of activities and experiences provided. A wide range of resources are freely accessible, promoting children's choice and independence as they self-select. Children are confident and relaxed in the presence of all staff. This is evident as they involve staff in their creative and imaginative play, for example, when involved in art and craft activities or in role play, pretending to walk to the shops, while pushing dolls in a pushchair.

Children play together harmoniously as they explore their environment. With the

help of staff, they cover the domed climbing frame with blankets, holding them in place with pegs. They become curious and inquisitive, creeping beneath the blankets into the darkness, taking a torch to light their way.

Staff provide a balanced programme of activities and children are establishing a sound basis to develop future skills. For example, they begin to use number names in simple action songs, show growing practical awareness of shapes and sizes they build towers of bricks and construction toys. Children are showing interest in letters that form their name. They match their name cards as part of self-registration systems and recognise labels on posters or displays around the room and often show an interest in shared books and stories. Children are developing their information and technology skills as they use the camera to take digital photographs, which they then place on the computer as a slideshow for all to see.

Staff observe and assess children during their play and routines. They maintain written and photographic records of what individual children are doing. From this, they begin to identify children's interests and plot their progress through the six areas of learning. However, evidence of what children are actually learning is not always being identified or recorded in their learning journeys. Therefore, children's progression may be compromised as methods for planning individual children's next steps are not fully effective.

The playgroup promotes healthy lifestyles. Although the setting does not have outdoor play space, children have daily exercise opportunities through dance and movement to music, and playing with the parachute. They have fresh air as they go on walks and outings, which also develops a knowledge and understanding of their local community. Staff encourage children to understand the importance of personal hygiene, for example, washing their hands after using the toilet and before eating their meal. Healthy snacks are provided, such as fresh fruit, and children are encouraged to pour their own drinks of milk or water. Parents provide packed lunches and drinks. If children ask, drinking water is available throughout the playgroup session, however, it is not readily available for them to access independently.

Staff implement a range of positive methods to help children understand what is appropriate behaviour. They use clear explanations, are consistent and offer encouragement and praise. Consequently, children know what is expected of them and behave well. They take turns when playing with their toys or using the laptop computer and they are beginning to understand how their behaviour affects others by being kind and helpful.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<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	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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