

Sevington Playgroup

Inspection report for early years provision

Unique reference number	127532
Inspection date	22/10/2010
Inspector	Stephanie Graves

Setting address	Weir View Hut, River Lawn Road, Tonbridge, Kent, TN9 1EP
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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

Sevington Playgroup, is a committee run setting. The playgroup originally opened in 1969 and is registered by Ofsted on the Early Years Register. It operates from a scout hut in Tonbridge, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The playgroup is open each weekday for sessions from 9am to 12pm and 12pm to 3pm. The setting is open during term times only.

A maximum of 30 children may attend the provision at any one time. There are currently 64 children aged from two to under five years on roll. The group supports children with special educational needs. Children come from the local and wider community.

The playgroup employs seven staff who work with the children and all hold recognised early years qualifications and first aid certificates. The setting provides funded nursery education for three- and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A dedicated staff team effectively promotes the welfare and learning of each child attending. Children play and learn within safe boundaries and the partnerships with other professionals and parents promote their welfare effectively. The group has developed a strong commitment towards maintaining continuous improvement. The strengths and weaknesses of the playgroup are clearly identified and addressed in order to promote good quality 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:

- increase the picture prompts available that represent options to support children in making choices in their play

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. For example, all staff regularly update their child protection training and know how to implement procedures in the event of a concern. Very good use of risk assessment and daily safety checks help to keep children from accidental injury. A good range of records and updated policies clearly promote children's welfare. The suitability of staff is checked and monitored

well to promote children's safety and welfare at all times.

The group has worked hard since the last inspection and demonstrates a clear commitment to driving improvement at every level. The actions set at the last inspection have been well met and greatly benefit the children attending.

Children make good progress from their initial starting points, through the learning resources available. Staff development and deployment are well considered and new resources have been purchased to promote children's learning and development according to their individual needs. This means all children progress to the best of their ability.

Equality and diversity issues are embedded into daily practice. The needs of every child are known and met. The progress of all children is promoted well, helping them to enjoy and achieve within the setting. Clear policies and procedures promote equality and challenge discrimination. All children have equal access to the learning opportunities available, which promotes their inclusion effectively.

The use of self-evaluation is good. Processes incorporate the views of children, parents and supporting professionals. Many improvements have been made since the last inspection and priorities for future improvement are effectively highlighted. These include continuing to develop the role of the committee and focussing on promoting children's independence and problem-solving skills to further improve the outcomes for children.

Children benefit from an effective commitment to partnership working. For example, the setting works with a range of other providers, local schools and external agencies and services to ensure that every child gets the support he or she needs. This promotes continuity of care and learning for all children.

The partnership with parents is good. Parent's views are sought and acted upon and they are actively involved in the running of the setting and sharing experiences with the children. They feel regularly updated about their children's progress and value the hard work of the long serving staff team. The partnership promotes effective support for children between the home and playgroup environments.

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

Children benefit from the effective input of staff who engage them in meaningful activity. For example, they ask them effective questions and engage them in sustained dialogue to help develop their thinking and communication skills. Staff promote children's awareness of number, size, shape and colour, for example, as they build a tower with large blocks or engage in sorting and matching activities. Children with special educational needs are very well supported by attentive staff who plan ahead to address their specific needs well.

The quality of the learning environment is good. The resources available enable children to develop in all areas of learning. A choice board helps children to select their preferred activities. However, this does not currently include all the activities on offer, which limits children's awareness of the full selection available. Free flow play between the indoor and outdoor areas is effective in promoting children's learning. Some enjoy playing outside on balancing equipment or learning to throw and catch, while others remain inside to build a tall tower with large soft bricks. This encourages their ability to make choices in their play.

Children engage with others during action songs, which help to develop their creative skills and ability to join in with group experiences. They enjoy discussing books and stories and mark making with a range of tools, which develops their communication language and literacy skills. Programmable toys, include laptops and hand held games, help children to problem-solve and discover how things work. Children become absorbed in small world play. For instance, they use toy fire fighting resources and call out "quick there's a fire in my house" before using ropes to lift toy figures to safety. These activities help children to recreate real life scenarios through play. Overall children access a good range of experiences that help to prepare them for their future learning and development.

Observational assessment is good and clearly identifies the progress children make over time. The next steps in learning are used to inform future planning and staff build on children's current interests at source. A range of photographs, children's achievements, written observations and assessments highlight the progress children make as well as any gaps in learning that can be rectified through forward planning. Parents contribute to their children's records and the systems in place demonstrate the good progress that children make.

Children learn about safety issues, for example, through practising the emergency evacuation procedure regularly and learning to use equipment safely. Staff ask questions to help them think about keeping safe, for example, as they run down an access ramp to the outside play area. Children subsequently learn that they may trip over and hurt themselves. Children feel safe in the setting and this is evident through the good relationships with their carers and an ability to seek support. Therefore, they demonstrate a clear sense of belonging.

The good health of the children is actively encouraged through plenty of physical activity. Children discuss the cold weather outside and know they will need their coats on to keep warm. Good hygiene procedures include regular hand washing and the disposal of tissues after wiping noses. Children with infectious conditions remain at home. These measures help to prevent the spread of infection. Snacks are healthy and nutritious and include a variety of fruit. Staff talk to children as they eat together to help them learn about healthy eating.

Children are generally well behaved and play amicably together. Staff management of challenging behaviour takes into consideration each child's age and stage of development. Adults are good role models and offer children plenty of praise and encouragement for their achievements and good behaviour. This promotes children's welfare and self-esteem effectively.

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

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	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

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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