

Hambleton Playgroup

Inspection report for early years provision

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EY221176

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12/11/2010

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

Hambleton Playgroup has been open for many years and re-registered in new premises in 2003. It operates from a pre-fabricated building in the grounds of Hambleton Church of England Primary School in Selby, North Yorkshire. The playgroup serves the local community and is managed by a voluntary committee. The children have access to an open-plan playroom, with toilet and kitchen facilities. Children have access to a secure enclosed outdoor play area. A maximum of 16 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The group opens five days a week, with the exception of Tuesday afternoons until January 2011, during school term times. Morning sessions are from 9am to 12pm. Afternoon sessions are from 12pm to 3pm when required.

There are currently 31 children on roll who are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six permanent staff members who work with the children. Of these, the leader has an Early Years Foundation Degree, three staff have early years qualifications at level 3 and two are currently working towards a level 3 qualification. There are three relief staff, two of whom have a level 3 qualification in early years. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the setting because their individual needs are met well. Each child is seen as a unique individual and the experience for each child is based on this knowledge. Children are kept safe and routines are planned well by knowledgeable and experienced staff. Learning experiences are exciting and varied and engage the children well. The provision has good capacity to improve based on clear self-evaluation and the good quality training staff receive. Playgroup staff use this information effectively in practice to produce beneficial outcomes for children.

What steps need to be taken to improve provision further?

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

- develop and monitor planning to ensure that all children receive sufficient opportunities to cover all aspects of each area of learning over time based on

the needs and interests of children.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures and appropriate recruitment strategies ensure staff working with the children are suitable. All staff have a strong understanding of what to do if they are concerned that a child is at risk of being harmed. Risk assessments are kept carefully, reviewed regularly and evaluated to inform continuous improvement of the provision. The vision for the setting is understood and shared by all staff through effective ongoing self-evaluation systems. Staff meet regularly to review plans for improvement and update policies and systems. These are well considered and show a good capacity for continued improvement. Recommendations made at the last inspection have been fully addressed and have had a positive impact on outcomes for children.

Staff are well trained and use their knowledge of the Statutory Framework for the Early Years Foundation Stage to good effect. Children's starting points are clearly identified when they start in the setting and they learn and develop well because experiences are carefully planned based on the needs and interests of each child. However, planning does not currently ensure that all aspects of each area of learning are covered sufficiently by all children over time.

Resources are used well indoors and outdoors. For example, the setting has chosen resources which will withstand most weather conditions. As a result children can continue to play outside during most types of weather. A clear equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. The setting has good links with the local authority. Links with other agencies to support children with special educational needs and/or disabilities and those who speak English as an additional language are well established and partnership with the host school involves sharing information to support transition.

Engagement with parents and carers is positive and parents are very complimentary about the work of the setting. For example, parents comment on the good progress their children have made since they began attending the playgroup. Information about the setting and children's progress is effectively shared with parents through regular verbal exchange, newsletters, questionnaires and the children's learning journey books.

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

Children make good progress as they spend their time choosing and enjoying a wide range of exciting learning experiences. They have a good sense of belonging as they see their names when they come into the setting. They feel included when they see photographs of themselves rolling round on the computer screen saver. Relationships are warm and caring and the children know what to do and where to

go if they need help. Children are encouraged to be adventurous outside but they know for example, that they should not climb on apparatus not designed for climbing on. They show a good awareness of healthy lifestyles through the fresh fruit options provided at snack time, such as pomegranate, and confidently pour their own milk or water. Older children wash their hands before and after snack without prompting. Children choose what they want to do and quickly become absorbed in activities that sustain their interest. They are resourceful and inquisitive in their play and discuss with adults and friends how they will investigate something they don't understand.

A wide range of activities and resources are provided for both the indoor and outside play areas and planned activities complement each other well. This gives children a breadth of choice in where they learn. For example, children can choose to play indoors or outdoors or to have snack. Different additional resources are provided on a regular basis, related to the current planned themes. Other resources are presented in an unusual way, such as the mystery pair of boots that appeared in the cloakroom. Children enjoy using their investigative skills to work out who the boots belong to. They concentrate well as they use manipulate dough which develops their dexterity. Staff build each child's confidence particularly well and give everyone the appropriate support to maximise their inclusion. Children learn about their own needs and wishes through empathising with the needs of others. Staff use questioning effectively as they take every opportunity to encourage the children to ask questions and to prompt the children's thinking. For example, when two children discuss the appearance of socks in the 'mystery boots' staff effectively support them to relate the size of the shoes to the size of a possible owner. Most children count confidently to four when they discuss birthdays and show four fingers to represent the number. Children confidently extend their understanding of sounds in words by following a computer programme. The experiences they receive provide a good foundation for future 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?	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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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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