

Queensbury Tykes Playgroup

Inspection report for early years provision

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Inspector

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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

Queensbury Tykes Playgroup has been registered since January 1981. It is a voluntary-run group that is managed by a committee. The playgroup operates within the basement of a large, Victorian building in Queensbury, Bradford. The playgroup has use of a kitchen, two storerooms and toilet facilities. The building is shared with other community groups.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 24 children of which 24 can be in the early years age range. The playgroup is open Monday to Friday term time only. There are currently 25 children on roll. There are nine children receiving funding for nursery education. The setting supports children with English as an additional language and children with special educational needs and/or disabilities.

The playgroup serves the local community. There are four members on the staff team, of whom two are qualified in child care to Level 3 and two are qualified to Level 2. Included in these numbers is one staff member who also holds a Level 4 in Childcare. In addition, there are two additional staff available to support individual children, qualified in Childcare. The setting has links with other provisions that children already attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is promoted well, ensuring children enjoy activities that support their progress effectively. The planning and observation systems support children's individual learning priorities. Good partnership working with parents supports children's welfare effectively overall. Partnerships with other professionals, and the links made with other settings where children also attend are excellent in complementing children's learning and welfare needs. Effective systems in place for monitoring the provision promote continuous improvement well and therefore, the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- improve the regularity of evacuation drills to ensure all children regularly practise this procedure
- further develop the culture of self-evaluation to include parents' views on the systems to support children's learning and development

The effectiveness of leadership and management of the early years provision

The provision is organised well to keep children safeguarded. For example, all staff have a suitable Criminal Records Bureau check and demonstrate suitable knowledge with regard to their role in child protection. Children are supervised carefully to keep them safe, and security to the provision is good. There are clear fire evacuation procedures in place and children talk about fire safety in their play supported by staff. However, the fire procedures have not recently been practised with the children to fully maximise their understanding of what to do in the event of a fire. Systems in place to support children's learning are good overall. The arrangement of resources and space is effective in supporting children's learning and development. Staff support equality and diversity well and resources are available to help children learn about the individuality of people and their lifestyles. There are effective systems in place to support children with varying needs, such as language and communication difficulties.

The provision supports the children that attend by promoting effective working relationships with parents. For example, regular information is shared with regard to activities children have participated in and how children have settled while at the setting. Information is shared regarding children's learning progress. However, the profiles kept on children's development do not always clearly show the planned next steps in their learning because this is recorded in another place. This is confusing for parents and has been identified as an area to develop through the self-evaluation process. There are a good range of policies and procedures available regarding the operation of the provision. The parents are welcomed into the setting when they collect their children. The information gathered from parents, as part of the inspection process, is positive with regard to the welfare and learning of their children while at the setting. The well-established links made with other professionals are highly effective in promoting children's overall development, including a smooth transition when children are ready for school, supporting children's individual needs very well.

The systems in place for monitoring and evaluating the provision are good overall in ensuring requirements are met and that practice is reflected on. This impacts well overall on the provision's ability to maintain continuous improvement, and therefore, the children's welfare and learning needs are well met. Parents are included in questionnaires about the setting, although these questions do not yet focus on learning and development to further improve the provision. The improvements raised from the last inspection have been put into place well overall to support children. For example, some staff have attended elements of child protection training, and staff know their role clearly with regard to keeping children safeguarded. The systems in place for monitoring children's progression has improved through observation and planning, which helps improve children's development progress well. Security to the provision is now very good, ensuring no unwanted visitors can enter or that children can leave without supervision. In addition, the staff have kept up-to-date with training, such as first aid and staff are in the process of updating their childcare qualifications to a higher level.

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

Children progress well with their learning while at the setting because the staff implement an effective key worker system, supporting children's individuality well. For example, during a group activity children develop communication and language skills through singing and rhyme. They are also learning to recognise signs and their meaning as staff point to the symbols, pictures and words during activities. Children receive praise and encouragement as they achieve the task and for trying, supporting their confidence and well-being effectively. They receive good support from staff to develop counting and number recognition through daily routines and individually planned activities. Children show an interest in the computer and can operate the buttons effectively. They enjoy exploring the play dough they are making. All children in the group are equally involved. They are learning about the colours as they talk about changes when they add colour to the mixture. Children are starting to learn that words have meaning from the environment. For example, they learn to recognise words that are displayed throughout the room.

The overall planning, observation and assessment systems in place work well to support children with their progression towards the early learning goals. For example, activities are planned to help children develop confidence in group activities and to extend counting and language skills. Plans are in place to support children in singing activities and to help them learn to sit for short periods during certain activities. Children are becoming independent by making choices about activities, and if they want to play outdoors. They are developing an excellent understanding regarding staying healthy. For example, children demonstrate knowledge about when to wash their hands through an activity with small toy figures. They make healthy choices about what to eat for their snack, such as fruits and chopped vegetables. They drink water, which they can independently access for themselves and they can have milk. Children are starting to learn how fresh air and exercise keeps them healthy extremely well through discussion and practice. They enjoy playing out in all weathers, putting on waterproof clothing and boots. They use a variety of outdoor toys to help develop their physical skills, such as co-ordination and balance.

Children are cared for in a clean environment, where they can explore equipment and stay safe effectively. They behave well in the provision and respond well to adults, for example when requested to help tidy up. Children learn the importance of safety issues through discussion during activities. They are learning about the wider world and diverse communities well. For example, resources are available to promote positive messages to all children. These include a welcome poster in various languages, diverse toy figures and positive images within books and displayed within the room. Children celebrate various festivals, such as the Hindu festival of Diwali and the Muslim festival of Eid.

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	1
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	1
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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