

Opportunity Playgroup

Inspection report for early years provision

Unique reference number

113622

Inspection date

15/12/2010

Inspector

Gillian Cubitt

Setting address

Yarburgh, Highfield Road, East Grinstead, West Sussex,
RH19 2DX

Telephone number

01342 323215

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Opportunity Playgroup registered in 1980. It is located at Yarburgh House in East Grinstead, West Sussex. It is committee run by a parent body and is an established sessional group offering play experiences for children with special educational needs and/or disabilities. The setting occupies the downstairs rooms of a large house where they have two large play rooms and a sensory room. There are two other independent providers nearby, one upstairs and the other to the rear of the house. All groups share an outside play area. The setting is registered on the Early Years Register for a maximum of 24 children aged from two to five years; there are currently 11 children on roll. Sessions are from 9.30am to 12pm on Monday, Wednesday and Friday during term time.

There is a staff team of four, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners work well together to promote children's welfare and learning needs. Parental involvement, together with partnerships with other agencies and settings, are a particular strength to support children with diverse needs. Progress is generally sound, although there is no formal system of self-evaluation to ensure rigorous monitoring of the provision. As a result, some key areas of practice are overlooked. The capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure children's hours of attendance are clearly detailed (Documentation) 11/01/2011
- ensure that a written record of complaints from parents and their outcome is maintained at the nursery for inspection (Safeguarding and welfare) 11/01/2011

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

- develop all practitioners awareness of the Special Educational Needs Code of Practice and state how this is put into practice
- ensure information on children's next steps in their learning are kept at the nursery for staff reference to effectively plan to fully support children's

- progress
- develop continuous improvement of the provision for children through a secure system of self-evaluation, working in partnership with parents.

The effectiveness of leadership and management of the early years provision

The supervisor and staff provide a warm, welcoming environment for the children to play, learn and develop. Effective policies and procedures are in place for safeguarding the children, although the recording of children's attendance times is not accurate; this is a requirement. All staff are vetted for suitability and they fully understand the procedures if they have concerns about a child's protection and well-being. Coupled to this is the sound risk assessment that underpins the safety of the nursery as well as checking the hazards when children go on outings. Accident records are well maintained and procedures are secure for administering medication.

The supervisor leads a team of qualified and experienced staff who are skilled in relating to children's needs. The supervisor and staff are aware of the setting's strengths and weaknesses and some improvements have been made over the past months. However, the systems to monitor self-evaluation of the provision are not developed. As a result, some areas in the daily practice are not addressed, such as the system for recording the outcome of concerns or complaints. Although there is a sound policy, no record of concerns or complaints are available to share with parents on request and for staff to make improvements in their practice. All practitioners are keen to make improvements and are proactive in seeking training and are generally supported by the management committee.

The setting has a wide range of suitable resources which are accessible to the children. The rooms provide children with plenty of space and are used appropriately to plan for different areas of learning. Practitioners are effectively deployed so that children have good individual support and all children are appropriately supervised.

A range of multicultural resources, such as books, musical instruments and posters help children learn about cultural differences. Words and phrases from children's home language are used at the nursery and signs are displayed in different languages to welcome all children.

Practitioners have some understanding of the Code of Practice for working with children with special educational needs, although this is not secure. However, they establish good relationships with other settings to which children attend. This is further supported by their strong links with the local authority team and health professionals who provide additional guidance and specialist training. These good partnerships fully include parents who benefit from practitioners' constant attention. The daily contact books keep parents and others fully up to date on children's activities and general progress. Newsletters and review consultation sessions enable parents to talk through their children's learning journals.

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

Children have a range of interesting activities which enables them to follow their interests while developing independence and social skills with their peers. They have the freedom of two large rooms and a quiet sensory room. Children also benefit with the outside play areas which they share with other pre-school facilities on the same site. Here they enjoy a wide range of outside resources to challenge their physical skills while meeting children from the other settings.

Children benefit because this is a small group and practitioners know children very well; key persons follow children's progress. They make observations on what children do, although the system of recording children's next steps is not consistent and the information not always kept on site to inform planning. Children make satisfactory progress, with some children making good progress in communication, language and literacy. They benefit from one-to-one attention, the effective use of visual communication strategies plus the support of speech and language professionals. Children choose their own activities, enjoy messy play and experience different textures.

Children learn how to keep themselves safe through everyday activities, including fire drills and times when they go on outings. They follow simple instructions to play safely with their friends and be mindful when climbing. Children eagerly participate in exercise and eat well to keep their bodies healthy. Fresh drinking water is always available. Snack time is a sociable time when children interact with their adults. They talk about their feelings and begin to form strong relationships with others.

Children behave well and they are learning boundaries and what is expected of them. Praise reinforces positive behaviour and children begin to share, take turns and consider others. They make a positive contribution to the wider community by participating in annual events such as outings on the Bluebell Railway where they meet other children as well as begin to appreciate the wonder of the surrounding countryside on their journey.

Children enjoy a good range of activities which are available for them to access throughout the morning. Through themed activities children learn about people who help them and follow this through in role play activities, for example, being a dentist where they dress up and use appropriate resources to assist their play experience. Children also access mark making resources such as chalks, crayons, pencils and paints to create pictures and simple letters. Children's speech is consistently promoted through the system of picture exchange communications and constant interaction and singing nursery rhymes and songs with other children and staff. Children experiment with sand, filling beakers and watching sand fall through sieves. Good resources such as inset puzzles and geometrical shapes engage children in problem solving while staff follow their lead and test their understanding of the patterns they make. Stories are read to children throughout the morning; they choose books and sit comfortably with practitioners who give

children personal attention which further promotes their listening and communication skills.

Children have access to a range of information and communication technology equipment, such as a computer and programmable toys. Children develop a knowledge and understanding of the world as they learn about seasonal changes as well as cultural festivals and other resources that reflect diversity.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

