

# Hutton Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	310285
<b>Inspection date</b>	13/12/2010
<b>Inspector</b>	Janet Singleton

<b>Setting address</b>	Hutton Village Hall, Moor Lane, Hutton, Preston, PR4 5SE
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<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*.

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## Description of the setting

Hutton Playgroup has been registered since 2001. It is situated in the village of Hutton, on the outskirts of Preston. The playgroup is run by a parent committee. It is registered to care for 25 children between the ages of two and five years. There are currently 28 children on roll. The playgroup shares the facility with other groups in the community. However, it has sole use of the facility when in operation. The children have access to a large hall and small room for snacks and quiet activities. There is also an outside play area which is secured by portable fencing. The setting is open five days a week from 9am until 12.30pm in term time only. The setting is accessed via small steps and is all on one floor so is accessible to all children and their parents. The setting supports children with special educational needs and/or disabilities. There are six members of staff who all have early years qualifications. The group is a member of the Pre-School Learning Alliance and staff also receive support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have a good understanding of the Early Years Foundation Stage to promote children's development towards the early learning goals. The environment is safe, and well planned with good resources within easy reach of the children. Although diversity is promoted, resources to support are not always available. Documentation to support the efficient and safe management of the setting is mostly in place, although the risk assessment is incomplete. Partnerships with parents and others are good with quality information being shared. The setting is committed to the evaluation of its provision in order to improve outcomes for children and bring about improvement.

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

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

- ensure the record of the risk assessment includes when assessments were carried out, by whom, the date of review and any action taken following a review or incident (Documentation). 04/01/2011

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

- ensure resources which support children's understanding of diversity and the differences of people are made available to them.

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

The arrangements for safeguarding are good. Practitioners have a good understanding of the procedures and the action to take to protect children. The pre-school has procedures in place to follow should a child protection concern arise. The committee ensures the suitability of all adults through the robust vetting procedures, including a criminal records check. In addition, the induction, appraisals and supervision of all practitioners ensure their ongoing suitability. There are detailed risk assessments in place; however, they are not complete, for example, the date for review is missing. This is a legal requirement. Practitioners have a good understanding of the areas of Early Years Foundation Stage. The effective planning and observation systems ensure that the uniqueness of each child is captured. The children's next steps are identified and this ensures all are included and their needs met. The settings commitment, enthusiasm and drive to bring about improvement and promote sound outcomes for children are a priority.

The practitioners make good use of the resources as children play and learn in a child-centred and stimulating environment. The good and balanced educational programme for children means that their individual needs and uniqueness is planned for. Equality and diversity is mostly supported through comprehensive documentation, activities and the involvement of parents and other agencies in identifying children's individual needs. However, the resources to support children's day to day understanding of the similarities and differences of people are not readily available to them.

Parents contribute to their child's assessment and provide feedback to what is taking place with the child at home. The notice board, newsletter and the sharing of policies and procedures inform them about the service provided. Comments from parents are very positive and include the progress their children are making. Partnerships with external agencies are established and include working with the local health authority. The completion of the self-evaluation form means that plans are in place to progress the setting and to improve outcomes for all children. Future plans for improvement include the development of the outdoor area, which will significantly improve the opportunities for all children.

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

Practitioners are actively involved with the children and support them as they play. Their good understanding of the learning and development needs of all children means that effective planning is in place. Through sensitive observation and identification of the children's next steps they successfully support children in making good progress towards the early learning goals. Through the well planned environment and continuous play provision children make choices and access the quality resources. They delight in exploring the malleable materials as they pull, roll and cut it into shapes. They access the mark making table as they use pens and pencils to support their emergent writing. They name colours and use words

to describe what they are doing. They delight in building a large house in the construction corner as they chat with the practitioner about how to go about it. They decide where the bricks need to be placed as they use positional language and solve the problem of construction. The children are engaged and interested as they search the music corner to set the tape recorder to play. They relish in the musical instruments and dance and play them to the rhythm of the music. They are amused as they laugh, work and joke together.

The children are actively enthralled during the yoga, physical movement session. They find their mats by identifying their own name, sitting and listening to the instructions. They point their toes, side step in a circle and move their hips around as they listen intently to the instructions. The children are amazed at the end of the session as the practitioner lights the small candles they have made. They sit in a circle and think for a minute, it is dark, candles lit and absolute silence, the children are thoroughly absorbed, including the younger ones. At the end the practitioner asks the children how they are feeling and uses words, such as, relaxed and calm.

The children are comfortable around staff and know the rules; they are very well behaved, being engaged and interested at all times. They are polite and remember their manners. They are learning to share and to take turns as they wait for the wheeled toys. As a result of talking about similarities and the differences of people, and celebrating festivals, children learn about the wider world. By engaging in everyday activities, for example, hand washing, children learn about good health practices. They enjoy healthy snacks and through discussions learn about healthy choices. By exploring and learning how to use programmable toys and the computers they develop their skills for the future. This, combined with the positive use of praise, and as a consequence the building of children's self-worth and esteem, means that children are learning and developing in a positive and beneficial environment.

## 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

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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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