

# Roberttown Lane Playgroup

Inspection report for early years provision

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**Unique reference number**

311342

**Inspection date**

14/12/2010

**Inspector**

Melissa Patel

**Setting address**

The Scout Hut, Roberttown Lane, Roberttown, Liversedge,  
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**Telephone number**

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**Email**

**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**

Roberttown Lane Playgroup has been operating for 28 years and is managed by a voluntary committee. It serves the local community mainly from the village of Roberttown. The setting operates within the local scout hut and is shared with other group users. The setting have use of the main hall, kitchen and toilet facilities, as well as storage facilities. There is a fully enclosed outdoor play area.

The setting offers sessional and full day care. It is open Monday and Friday 9am until 12.30am and Tuesday through to Thursday, 9am until 3pm during term time. The setting is registered on the Early Years Register. The setting is registered to care for 25 children in the early years age range. There are currently 29 children on roll, and the setting provides funded early education for three and four year olds.

There are five members of staff employed and the majority of staff hold a relevant childcare qualification to Level 3. The setting receives support from the local authority and the Pre-school Learning Alliance. The setting has links with other early years provisions where children also attend.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The good implementation of the Early Years Foundation Stage ensures children have fun during activities that support their progress well towards the early learning goals. The observations carried out on children are effective in supporting their individual learning priorities. Partnerships with parents are good in supporting children's well-being. The partnerships made with other settings where children also attend are very good in supporting children's welfare and learning needs. The systems in place for monitoring the provision are effective overall and promote continuous improvement well, 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:

- ensure all children's records are accessible to those who have a right or professional need to see them
- extend parents involvement in the evaluation of the provision process, to further support children's welfare and learning.

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

The provision is managed effectively to safeguard children. For example, all the staff have appropriate background checks and demonstrate suitable knowledge with regard to their role in child protection. Children are safe in the environment and security systems are good. The risk assessments in place are effective in minimising risks to children and the procedures to support children's health and well being work well. Systems in place to support children's learning and development, including the organisation of resources and space is effective. The staff are deployed well in the setting ensuring children receive the support they need to aid their overall welfare. The staff support equality and diversity well and resources are available to help the children learn to value the individuality of people and their lifestyles. The availability of documentation to support the operation of the provision is good overall. However, not all records are on the premises at all times to ensure access to those who have a right or professional need to see them.

The setting supports the children that attend by promoting effective working relationships with the parents. For example, regular dialogue is shared with regard to daily routines and the activities children have participated in. In addition, the children's learning and development files are shared and there are a good range of policies and procedures to support the smooth operation of the provision. The information collected from parents as part of the inspection process is positive with regard to the well-being of their children while at the setting. The links made with other settings where children also attend work very well in sharing information regularly to support the children's individual needs. The systems in place for monitoring and evaluating the setting are effective overall in ensuring requirements are well met, and that practice is reflected on. This helps the management and staff plan to make improvements for the future, to support the children's welfare and learning needs effectively. However, the evaluation systems are not maximised regarding gathering information to include parent's full views on the provision to further drive improvements to children's welfare and learning in the future.

The improvements raised from the last inspection have been put into place well to support children. For example, systems in place to monitor the suitability of staff now include medical suitability. The safeguarding procedures and complaints procedures have been appropriately updated. Hygiene procedures are now consistently maintained, through ensuring children are regularly reminded to wash their hands and this practice is monitored at snack time. The organisation of large group activities to meet the children's needs have improved. This has been carried out by shortening the length of some group time, presenting children with options if they don't want to attend the group at any one particular time, and ensuring all the children who want to be included are. The accessibility of resources to enable design and making are still in the process of development, but improvements have been made by ensuring resources for children to design are now more accessible and varied. This enables further choice and children are presented with effective

challenges when using large bricks, supported well by staff. These improvements support children's, health, safety and learning effectively.

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

Children are progressing well with their learning while at the setting because the staff have an effective key worker system, supporting children's individual needs well. For example, children who stand and observe a baking activity are encouraged appropriately to join in, supporting their confidence and emotional well-being well. Children are expressive as they use their imagination going in and out of the tent.

Children make recognisable marks whilst making cards and some children can write their name. They are learning to recognise familiar words, such as their name as they find it on the cup when they go for a drink and they frequently look at books and listen to stories. Children receive praise and encouragement as they achieve a task and for trying, supporting children's well-being effectively. Children are learning about size and shape as they fill different types of containers in the sand. They are challenged effectively as they balance bricks and make a slope to roll the cylinder bricks on. They use words such as long, top and bottom, supported by effective questioning from the staff. Children operate equipment skilfully. For example, they change the music on the music player developing skills for the future well. Children enjoy exploring the play dough. They make small shapes and fit them into cases. All children in the group are equally involved.

The observation and assessment systems in place work effectively to support children with their progression across the areas of learning. For example, activities are planned to help children join in group activities, aiding their confidence and social skills. Communication skills are focussed on through daily routines and activities children enjoy. There are also many other plans in place to support children, such as extending their counting skills and colour recognition.

Children are developing a good understanding about staying healthy. For example, the children can explain that they need to wash their hands to get them clean and some children know hand washing helps stop germs. They eat healthy snacks, such as fruit and small sausages and bacon to fit in with the Christmas period. Children can choose whether to drink water or milk which they can independently access and they can view images of healthy foods from posters displayed. Children receive regular fresh air and exercise to keep them healthy outdoors. For example, they have opportunities to develop their physical skills, such as co-ordination and balance using blocks of wood. They can practice their skills to control sit and ride-on toys. Indoors, they are very active exploring the small tent, bending and crawling to get inside and building with large construction materials.

Children are cared for in a hygienic environment, where they explore a variety of resources and stay safe effectively. They behave well in the setting and respond well to adults. For example, they answer questions when asked and they frequently ask questions. Children are starting to learn the importance of safety

through practising the fire evacuation procedure and they handle resources appropriately in the setting. Children are learning about the wider world and diverse communities well overall. For example, resources are available to promote positive messages to all children. For example, there are pictures available reflecting cultural differences and disability. There is a welcome poster displayed in a prominent position which depicts words in various languages. The children celebrate various festivals, such as, Sukkot a Jewish Festival and Christmas.

## 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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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## **Annex B: the Childcare Register**

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|---|-----|
| 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 |
|--|-----|