

Orsett Playgroup

Inspection report for early years provision

Unique reference number	401555
Inspection date	11/01/2011
Inspector	Alison Reeves
Setting address	Village Hall, High Road Mill Lane, ORSETT, Essex, RM16 3HB
Telephone number	07778 430687
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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

Orsett Playgroup registered in 1977. It operates from Orsett Village Hall in Orsett, Essex. Children have access to an outdoor area. They are open Monday from 9.30am to 12.30pm, Tuesday from 8.30am to 11.30am and from 12noon to 3pm, Wednesday from 11.45am to 2.45pm, Thursday from 9am to 12 noon and Friday from 9am to 12noon during term time.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 48 children aged from two years 10 months to four years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are 10 members of staff working with the children including the owner/manager. Eight members of staff have relevant Early Years qualifications. The manager and two other staff are qualified at level 4; five staff are qualified at level 3; two staff are training at level 3 and one volunteer is training at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage thrive in this exceptional setting. They are very well supported and benefit from a team of extremely dedicated and experienced staff who have an excellent understanding of each child's individual needs. Children are highly valued and play a vital role in shaping the provision of activities. This ensures they are making very good progress towards the early learning goals appropriate to their age, ability and starting points. Policies and procedures are implemented highly effectively to promote children's welfare and safety. Relationships with parents and other providers are very well established and promote very effective partnership working. Self evaluation is embedded and demonstrates abundantly, the commitment to further developing practice to promote increasingly improved outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend opportunities for parents and carers to contribute to children's achievement records

The effectiveness of leadership and management of the early years provision

Children are expertly safeguarded and very well protected in the setting because staff have excellent understanding of child protection issues. Detailed policies and procedures covering all aspects of safeguarding are clearly understood and implemented consistently and very effectively. This means that children's safety and well-being are secured.

Staff make very effective use of up-to-date risk assessments to support them in ensuring all areas used by children are safe. For example, by monitoring all aspects of the premises and making swift repairs, hazards are minimised and the likelihood of accidents is reduced. This means that children and their families are able to move safely and freely around the building.

Staff have an outstanding level of knowledge in relation to the Early Years Foundation Stage and use it brilliantly to support children in their learning. They have attended an extensive range of workshops and courses to ensure their knowledge remains up to date and that they have the skills and expertise to support children's learning. The environment is incredibly well organised and accessible to the children. For example, a wide variety of stimulating and interesting activities are made available at each session, this means that all children are able to thrive and make very good progress in their development.

The setting is dedicated to self-evaluation using a number of effective strategies to identify strengths and areas for development. As a result clear action plans, drawn up by the staff team, detail the priorities for improvement and the way forward. Consequently a shared vision of ambitious and highly appropriate targets are set and consistently met bringing about sustained improvements.

The staff team forms close working relationships with parents and carers. They obtain useful information about each child such as favourite activities, important people in their lives, special words children use and their developmental starting points on entry. This means staff can plan meticulously to support individual children in settling at the setting and their specific needs are effectively met. Staff and parents regularly share important information about children's progress and achievements. This means that parents are involved in their child's learning and each child is very well supported in making very good progress towards the early learning goals. Effective relationships with other settings and professionals involved with the children are well established. This contributes positively in supporting children's welfare and learning and their transition to new settings.

Staff offer very sensitive support to children who have additional needs. They are highly skilled in using observation and assessment to support further development by carefully documenting what they see and hear. This enables them to readily devise and adapt activities to ensure that all children can enjoy challenging and worthwhile play experiences. Inclusion is given high priority and is threaded through all aspects of the setting. This means that the individual needs of all

children are consistently met and they are included fully in the life of the setting.

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

Children are very self-assured and have an excellent understanding how to stay safe. For example, they know why it is important to walk in the hall and can clearly explain that you might fall over if you run. This is because staff use the 'golden rules' very well to remind children of the how and why it is important to behave well for their own safety and that of others.

Children are rapidly developing independence skills as they become increasingly able to use the toilet and wash their hands to prevent the spread of germs, with little, or no adult intervention. They enjoy a wide variety of healthy snacks that provide energy for play, vitamins and minerals for nutrition. Children and staff engage in lively conversation during snack time. They talk about the food they eat, learning about those that are good for the body and where it comes from. Children eagerly explain about the fruit grown outside in the garden during the summer months. Children use the time to talk about their experiences recalling events from their family life. Children use the enclosed outdoor play area throughout the year for plenty of exciting activities. In addition, staff organise equally challenging physical play indoors, so that children can always be active, developing body control and awareness. The children enjoy balancing on and jumping off the wooden bridge. They explore their physical capabilities as they try to jump further with each turn, some children look to see if they can fit under the bridge, wriggling through the small tunnel. Staff use these opportunities to introduce new vocabulary to children and ask questions to promote further thought and exploration. Many children use small tools for mark-making and cutting with tremendous skill. At the free drawing activity children are working together with staff. The children decide to draw a number of different animals, staff give guidance using clear verbal instructions, explaining how they might begin with a head or body and asking children about characteristics of the animal. This enables children to confidently draw their own picture using careful controlled movements and produce a piece of their own work, of which they are proud. As a consequence children are developing healthy habits and an excellent understanding of how well their bodies work.

Children's language for speaking and thinking is promoted particularly well with lots of opportunities for them to communicate in tremendously supportive small and larger groups. The well-used library means children can choose from an extensive range of books, thus broadening their experience of stories and factual texts. Children use mathematical language in their play and staff encourage number awareness by counting the children present, singing songs that develop sequencing and number recognition. This practice of bringing maths into everyday activities complements those where problem solving, reasoning and numeracy are the focus of an activity. Children use suitable electronic equipment to play music, selecting the type of music and using the microphone to sing along. They are secure in their knowledge of computers, using the mouse to navigate programmes

and in no doubt about their understanding of technology and its importance in their lives. Children are highly imaginative and enjoy sharing their experiences of the world with others as they act out roles. Children demonstrate their understanding of the needs of others as they show concern for the feelings of their friends. They are eager to be kind and helpful and are rewarded for these actions with the highly motivating and successful kindness book and bears. Staff frequently observe children as they play, to assess achievements and identify next steps. This means individual children always have worthwhile and challenging play opportunities to stimulate their interest and secure further learning. The exceptionally well documented cycle of observation, assessment and planning means children are making very good progress towards the early learning goals in all six areas of learning.

Children behave very well in the setting because the staff engage them in setting clear and appropriate boundaries. Children are helped to understand why these are important and the simple explanation and regular reminders help children retain the information. Children are developing a respect for themselves and others, as they play together. They are learning about their local community, the wider world, cultures and beliefs. This is because staff make effective use of people around them who have specialist knowledge to share with the children. Visitors teach children about their work, for example, people in the paramedic service. Staff make excellent use of books, activities and children's own family background to introduce new ideas and promote diversity including sharing Divali celebrations with a family.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met