

# Bury Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Emma Bright

<b>Setting address</b>	The Village Hall, Brookfield Way, Bury, Ramsey, Huntingdon, Cambridgeshire, PE26 2LH
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<b>Email</b>	
<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**

Bury Playgroup opened in 1986 and is run by a voluntary management committee made up of parents whose children attend the playgroup. It operates from the community centre in the village of Bury, Cambridgeshire. Opening times are 9.05am to 12.05pm each weekday during term time. All children have access to an enclosed outdoor play area.

The playgroup is registered on the Early Years Register and a maximum of 26 children may attend at any one time. There are currently 27 children on roll who are within the Early Years Foundation Stage. The playgroup currently supports a small number of children with special educational needs and/or disabilities and children with English as an additional language.

The playgroup employs four members of staff, of whom three hold appropriate early years qualifications and one is training towards a qualification.

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

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where they are encouraged to play an active role in their learning and development. Children enjoy a varied range of activities and experiences which effectively meet their needs and help them to make good progress. Staff are highly ambitious and work hard to continuously improve in order to enhance outcomes for children. This is supported by very good partnerships, both with parents and in the wider context.

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

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

- develop the rich and varied environment so that both indoor and outdoor spaces offer additional challenging experiences to further support children's learning
- improve further the wording to the written consent to seek emergency medical treatment to ensure it is clear.

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

Effective strategies and thorough procedures are in place to safeguard children. Robust recruitment and induction arrangements ensure staff who work with children are appropriately vetted. Staff demonstrate a good knowledge and understanding of safeguarding children procedures; they all attend regular child protection training to ensure their knowledge is secure. Clear documentation and

detailed record keeping promote the safety and welfare of the children and underpin the good quality care offered. However, the wording for emergency medical consent is not completely clear to ensure children's health in an emergency. Thorough risk assessments are in place which ensures hazards are identified and minimised to safeguard children. Daily checks are carried out and recorded for which all staff are responsible. In addition, children contribute to the playgroup's risk assessment as they carry out a simple daily check of the premises. All children participate because it contains pictures as well as words and they tick each item once they have checked it. This contributes to children's understanding of keeping safe.

Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement; there is a strong emphasis on raising standards, continually improving the provision and self-evaluation is good. The manager provides strong and effective leadership; staff are enthusiastic and work very well together as a team to drive and secure improvement. This has a positive effect on children's welfare and learning and consequently outcomes for children are good. The provision is well organised and staff are effectively deployed so children are safe and supervised at all times. Comprehensive documentation is in place for the safe running of the setting and this underpins the good practice. Policies and procedures are implemented effectively by all staff and shared with parents. Staff have clear strategies in place to care for children with special educational needs and/or disabilities. They work closely with parents, carers and other agencies to support the children's needs and ensure they are included in the life of the setting.

Staff work very well in partnership with parents and carers and demonstrate a good understanding of the benefits of working closely with parents. They strive to provide frequent opportunities for parents to become involved in their child's learning. For example, visiting the setting as parent helpers and talking to children about aspects of their jobs or sharing their cultural traditions with the children. In addition, parents contribute to their child's learning journeys, sharing what they know about their child and they receive information on activities they can do at home to further support their child's learning. Very good settling in procedures that are based around their individual needs help to support children in the transition between home and the playgroup. Parents speak highly of the staff who they say continually strive for improvement and are committed to ensuring that children receive a good quality early years experience. The playgroup is committed to working in partnership with others and takes a lead role in developing effective relationships. There are very well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare.

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

Staff have a very good knowledge and understanding of how young children learn and this enables them to provide challenging activities and practical experiences to support and extend each child's learning and development. Children's interests and stages of development are taken into careful consideration when planning activities

to ensure all areas of learning are effectively promoted. Staff record each child's achievements through a balance of photographs, examples of work, information from parents and others and observations. This effective system of record keeping demonstrates that children are making very good progress in their learning and development.

Children's behaviour is good because staff set clear boundaries and have high expectations for all children. They are very independent because staff make sure they can make choices and direct their own play and this enables them to be active learners and make decisions about their play. However, staff do not always maximise the use of the learning environment to further support children's learning both indoors and outdoors. Children are relaxed and confident in the nurturing care of staff; they are developing good self-esteem because staff are attentive and value their contributions. Children learn about their own cultures and those of others; staff value children's home languages and work closely with parents to ensure cultural diversity is embraced and respected. Children welcome special visitors and their guide dogs to the playgroup and they show children how people with visual impairment use Braille to read stories. This helps children to learn positive attitudes and behaviour towards people who are different to themselves.

Staff use effective questioning to challenge children's thinking and make good use of spontaneous opportunities extend children's learning. For example, staff show children how to use a tape measure and together they look at the numbers to find out who is tallest. Children use colour and shape names in their play; they hold an open book upside down and note that it looks like a triangle. Children learn about the environment and recycling through visits from the local refuse collectors; staff continue the children's interest in activities such as using junk to create models. All children enjoy looking at books, alone or together and they choose books to take home to share with their families which supports their continuing interest in the written word. Children have opportunities to write for purpose; some write their name on their work and younger children confidently make a mark to indicate their own names. These simple activities lay firm foundations for children's future learning.

Staff clearly recognise the importance of all the outcomes for children and how they impact on each other. For example, staff help children to adopt healthy lifestyles and keep safe through meaningful, practical experiences, such as, learning about first aid for children and carrying out simple risk assessments. These activities clearly link into the areas of learning which ensures children are active learners, creative and think critically. Children are provided with a good range of snacks which are healthy, balanced and nutritious and offered on a 'rolling' basis so that they can choose when they want to eat; this allows them to continue their activities and enhances the flow of the session. Staff provide opportunities for children to enjoy energetic play in the outdoor area. Children confidently pedal around on tricycles and ride on scooters and they enjoy demonstrating these skills as they explain how they 'skate along like this'. This is because staff create an environment which is safe and supportive where children learn to be safety conscious without being fearful.

## 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
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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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