

# Pinchbeck Penguins Playgroup

Inspection report for early years provision

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**Unique reference number**

EY343011

**Inspection date**

31/01/2011

**Inspector**

Carly Mooney

**Setting address**

Baptist Church Hall, Knight Street, Pinchbeck, Lincolnshire,  
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**Telephone number**

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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**

Pinchbeck Penguins Playgroup has been registered for over 40 years. It operates from Pinchbeck Baptist Church Hall in the village of Pinchbeck, Lincolnshire. Children have access to an enclosed area for outdoor play. The setting is open every weekday morning from 9.15am to 12.15pm.

The playgroup is registered on the Early Years Register to care for a maximum of 26 children in the early years age range. There are currently 31 children on role. The playgroup is also registered on the compulsory and voluntary parts of the Childcare Register. Staff are able to support children who may have learning difficulties and/or disabilities.

The playgroup employs six members of staff to work with the children, five of whom hold appropriate early years qualifications. The playgroup receives support from local authority.

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

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each child as individuals. Children make good progress in their learning and development through participating in a range of stimulating activities and experiences which interests them. Skills in observing and assessing children's development are developing well. Partnerships with parents are secure to ensure that staff can meet children's individual needs effectively. Clear procedures are in place for self-evaluation and all staff demonstrate a firm commitment to improving and continuously developing the provision.

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

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

- develop further the use of children's next steps in planning and assessment to ensure they are meaningful to the individual child. Provide evidence to show how and when next steps identified have been met
- revise the current wording for permission to seek emergency medical advice or treatment to ensure that it is line with the early years foundation stage requirements.

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

Children are safeguarded by knowledgeable and experienced staff, who implement clear procedures to protect children in their care. They regularly attend training to

ensure they are up-to-date with the most recent information. Management and the committee ensure all staff are suitable to work with children, as they hold current Criminal Records Bureau checks and follow robust guidelines for recruiting. The playgroup operates effectively under clear guidance and support from the management team, who ensure staff are clear in their roles and responsibilities and encourages them to be actively involved in decisions that improve outcomes for children. Children are supervised well as staff are deployed effectively around the setting and outside area to meet children's needs. Thorough risk assessments, including daily check lists ensure hazards have been identified and minimised to allow children to play in a safe environment. Documentation is maintained to a good standard, although permission to seek emergency medical advice or treatment is not completely in place, as the current wording is not in line with the Early Years Foundation Stage requirement. A range of comprehensive policies and procedures are in place and supports the good practice at the setting.

Children have access to a stimulating environment both inside and outside which is well planned to meet children's differing ages, interests and needs. The playgroup cares for a small number of children for whom English is an additional language and management implement clear procedures for supporting communication with the children and their families, whilst also encouraging their child to learn English. For example, using visual aids, sign language and translation dictionary's to communicate. Children access books in other languages and celebrate other cultures through activities.

Positive relationships have formed with all parents and staff work closely with parents to ensure the continuing needs of children can be met. Staff regularly communicate with parents about their child, both verbally and through a home communication book. Regular newsletters ensures parents are kept well informed of upcoming topics and activities which enables them to support their child's learning such as bringing in items from home. Children's records of achievements are shared with parents. For example, at planned coffee mornings where parents have a chance to see their children within the pre-school environment. Parents comment that they are very happy with the playgroup and are kept well informed about their child. A small number of children attend other settings which deliver the Early Years Foundation Stage Framework. Staff have implemented procedures such the communication book to support children's well-being and development across both settings. Positive relationships have formed with the local school and children attend a number of events with the reception class to ease their own transition into school.

Staff have worked hard to implement the recommendations from the last inspection and as a result outcomes for children have improved. Management and staff's account of the setting in their self-evaluation form is a good reflection which has enabled staff to identify, prioritise, and implement realistic areas of development. The manager listens to staff's, parent's and children's views, through procedures such as self-appraisals, staff meeting's and parent questionnaires. Staff show a positive commitment to improving their knowledge through professional training which is implemented effectively within the playgroup. Management, staff and the committee demonstrate clear vision for the future and as a result the

ability to maintain continuous improvement is good.

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

Children participate in a good balance of child-initiated and adult-led activities which are adapted to suit children's different abilities and ages. They are able to make good progress in their learning and development due to staffs secure knowledge of the Early Years Foundation Stage, implemented through effective questioning and interesting play opportunities. For example, acting out the story, were going on a bear hunt. Planning is effective, based on what children are interested in and their individual development needs. Staff observe and assess children's progress on a regular basis. However, although observations are sound, written next steps are not always meaningful and some records lack evidence to show when identified next steps have been met.

Children arrive happily at the start of the session and are confident to approach staff when needed. They are supported well in their chosen activities and are developing good self-esteem because staff are attentive and interested in what they have to say. The outdoor environment is used effectively as an extension to indoor learning and children enjoy spending quality time outside. Older children are beginning to show curiosity regarding reading and writing and write their name on their pictures, showing pride in their achievements. Counting is introduced naturally in activities and children have numerous opportunities to see number in their environment. Young children are beginning to use positional language in their play, such as, small, medium and big. For example, when engaging in the story of goldilocks and the three bears.

Children have good opportunities to learn about their local community by participating in a number of events such as a summer carnival and church flower festival. They also visit the post office and village library to further enhance their learning. Children's physical skills are supported well as they ride confidently on scooters and kick balls. They develop skills such as hand and eye co-ordination as they attempt to hit hanging balls with their bats. Children have the ability to express their creativity through participating in a range of activities including sand, water, sticking and play dough.

Children's welfare is effectively promoted. All staff are trained in first aid and are well informed about children's medical or dietary needs. Records which safeguard children's health are appropriately maintained and children are cared for in a clean environment. They are encouraged to maintain their own personal hygiene through hand washing before eating or after attending the toilet. Children learn about healthy eating through the range of balanced and nutritious snacks provided and are encouraged to try new foods. They participate in safety procedures such as fire drills and are reminded of safe practices within the setting through the five golden rules. Children receive lots of praise and encouragement from staff for their

good behaviour and are learning the skills of sharing and turn taking during their play. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

## 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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## **Annex B: the Childcare Register**

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
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