

Buckingham Playgroup

Inspection report for early years provision

Unique reference number 113393
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Inspector Daphne Prescott

Setting address Buckingham Play Group, Scout Hut, Eastern Avenue,
Shoreham-by-Sea, West Sussex, BN43 6PE

Telephone number 07772122016

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

Buckingham Playgroup opened in 1968 and is a community run group. It operates from the Scout Hall in Shoreham, West Sussex. There is an enclosed outdoor play area.

A maximum of 30 children aged from two to the end of the early years age group may attend the setting at anyone time. The playgroup is open each weekday from 9am to 12 noon with an optional one hour lunch club every Tuesday and Thursday, and two afternoon sessions from 12pm to 3pm Monday and Wednesday afternoons, term time only.

There are currently 57 children on roll, attending different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting is registered on the Early Years Register.

The playgroup employs nine staff, of these seven hold appropriate childcare qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make excellent progress in their individual learning and development as the setting supports children extremely well. They also work exceptionally well with parents and other professionals to ensure children's progression and continuity of learning and care. The setting offers an inclusive service, supporting all children to actively participate in activities which meet their individual interests. Records required for the safe and efficient management of the setting are generally well kept. The setting is led by an experienced management team, who wholeheartedly embraces the process of self-evaluation and demonstrates a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the current risk assessment to include details of activities undertaken by visitors to the setting.

The effectiveness of leadership and management of the early years provision

The management and staff team work together as a very motivated and cohesive team as they share a commitment to offering the best possible care to the children. They place a high priority on the safety and welfare of the children as staff have a good understanding of child protection issues and procedures to follow if they have any concerns. The setting completes written risk assessments and visual safety checks each day to ensure the children have the freedom to explore within a safe and secure environment. However, the current risk assessment does not include details of activities that take place in the setting by outside visitors such as the fire or ambulance service. This does not affect the children's care as the staff team are vigilant in their supervision of the children to keep them safe at all times. Children are well protected as the management team ensures that there are robust systems in place to ensure that those adults caring for children are suitable to do so. Overall, comprehensive policies and procedures ensure that children are protected and well supported.

The warm, welcoming environment is organised extremely well as children make independent choices from the wide range of toys and resources, which underpin their successful play and learning experiences. Furthermore, there is a range of toys and resources which help to promote children's understanding of diversity within our society. Diversity is also valued through recognising festivals and traditions from other countries. The atmosphere is very inclusive and this, in turn, enables the children to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning while taking their interests into account.

Children benefit from the exceptionally positive relationships they have developed with parents. They are exceedingly well informed about all aspects of children's achievement, well-being and development. Parents receive comprehensive information about their child's progress and are able to contribute to their children's education. Discussions with parents reveal that they are extremely happy with the service provided. They speak highly of the quality of care their children receive and of the approachability of the staff. The setting takes a very proactive role in establishing successful working partnerships with others. For example, they work extremely well with the local children's centre and have made contact with the local schools in which the children will attend.

The management and staff team are enthusiastic and passionate about their roles in raising standards for children. This is clearly evident in their professional and enthusiastic interactions with the children. Self-evaluation is ongoing and includes the views of staff and parents. The setting has identified their own strengths and areas for improvements. They continue to work on areas that they feel need addressing in order to develop the service further. The setting has addressed the recommendations raised from the previous inspection which has improved outcomes for children.

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

Children are very happy, secure and settled as staff ensure the children's emotional well-being is promoted effectively. All children make progress towards the early learning goals in relation to their starting points, including those with special educational needs and those who speak English as an additional language. Key staff work extremely well with parents and other professionals to identify individual learning needs, promoting inclusion for all. Observation and assessment is clearly linked to planning which is flexible, responding to children's individual interests extremely well. Clear plans help to identify the next steps in the children's learning and ensure they are actively engaged.

Children enjoy a wonderful range of well-planned, meaningful play experiences that encourage children's learning and development. In addition, the setting ensures that they promote an excellent balance of adult and child-led activities, which allows children to be independent, imaginative and very active in their own learning. Children thoroughly enjoy using their imaginative skills while dressing up and acting out the roles of their parents. They have a wonderful time pushing their dolls around in a double buggy and answering the pretend telephone in the role play area. Children take great delight in talking to staff. They speak eagerly about making aeroplanes out of paper and sticking boxes together to create their own airport and runway. Staff interactions with the children are positive as they allow the children time to respond in conversations and they encourage children to think for themselves as open-ended questions encourage this. Children are provided with a lovely range of resources such as mark making, drawing, stories and writing opportunities which support their literacy skills. Technology resources are readily available and help children develop important skills for the future. For example, children confidently use a touch screen computer, as they sort objects on the screen. They are also developing their understanding in problem solving as children build with different construction materials looking at pictures to build their motor bikes. Children are learning about their local environment and living things. For example, they visit a hen house and are delighted to see the chickens and the eggs that they have laid. Outside in the garden children have an exciting time as staff encourage children's growing interest in exploring what happens when they add paint to rain puddles.

Children are effectively helped to understand about the benefits of a healthy lifestyle. They thoroughly enjoy a well planned and sociable snack time. Children make healthy choices as they are provided with a lovely variety of healthy snacks followed by washing up their plate and cup and leaving the table presentable for others. Effective discussions take place during this relaxed time about healthy foods and children's experiences, which build on their knowledge and confidence. Children have daily access to the outdoor area where they have lovely opportunities to be active and understand the benefits of physical activity. They are also learning the importance of how to keep safe. For example, they know what to do in the event of a fire because they routinely practise the evacuation procedures. Children's behaviour is managed in a calm manner by staff as they set clear, reasonable and consistent limits which help children to play, feeling safe and

secure. They are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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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| 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 | 2 |
| 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 | 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

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