

# Lydd House Playgroup

Inspection report for early years provision

---

**Unique reference number**

127356

**Inspection date**

14/02/2011

**Inspector**

Jenny Kane

**Setting address**

115-117 Station Road, Lydd, Kent, TN29 9LL

**Telephone number**

01797 329335 or 01797 320600

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Lydd House Playgroup has been registered since 1989. It is run by a committee of parents and operates from the Lydd House Centre in Station Road, Lydd. All children have access to a secure, enclosed outdoor play area. The group is open Monday, Wednesday and Friday from 9am to 1pm and Tuesday and Thursday from 9am to 3pm during term time. The group serves the local area and surrounding area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children may attend at any one time. There are currently 34 children aged from two to four years on roll, some in part-time places. The playgroup provides funded early education for children aged two, and for three and four year olds. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs six full-time members of staff who all hold appropriate early years qualifications. Two part-time staff are working towards suitable qualifications. The group receive support from the local authority's early years advisor and are members of The Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Children enjoy close relationships with staff who ensure that children's welfare and health are a top priority. Children learn through stimulating and interesting play activities. As a result, children are making good progress in all areas of learning. Partnerships with parents and carers are excellent and the manager is forging links with other providers. Staff work as a team to ensure they provide an inclusive service for all children and their families. Overall, there is an generally effective system to evaluate the quality of the provision and to identify areas for future improvement.

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

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

- develop the systems for observational assessments and show how information gathered is used to inform future planning
- develop further partnerships with feeder schools and other settings to improve sharing of information and the transition for children.

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

Staff have a good understanding of safeguarding issues, they are clear about their role and responsibilities and the policy is shared with parents. The management committee confidently delegates the day-to-day responsibility for the smooth running of the group to the manager. Procedures are in place for the recruitment and ongoing support of staff. All staff hold relevant qualifications and have undergone suitability checks. Staff have a strong commitment to children's safety, daily risk assessments are carried out and staff share tasks to ensure children are cared for in safe and well-maintained premises. Consequently, children move about happily in an environment which is child friendly, bright and welcoming and is conducive to their learning. All play areas are very well organised the resources are of high quality and staff give a great deal of thought to the layout of the environment. The excellent use of the toys and play materials encourage children's self-selection and free flow. Resources to promote positive images of diversity are available throughout the environment. Staffing ratios are high which means children receive a good deal of individual attention. The staff are working to make the group as sustainable as possible and are introducing composting and recycling.

All the staff work hard to provide an inclusive and welcoming service for children and their families. The manager is proactive in forging links with other providers. For example, nearby schools, the children's centre and local childminders. However, some settlings have yet to become involved in reciprocal sharing of information. Information for parents regarding policies is in the prospectus. They have access to the full version on request. All written information is available, maintained well and ensures the parents understand about the service. Partnerships with parents and carers are excellent and a main strength of the group. When children first start parents share information so that children's key persons are fully aware of their capabilities and starting points. Staff continue to keep parents well informed both verbally and in writing about how their children are progressing and discussing achievements. This means parents are fully involved in their children's welfare and learning. Parents report that they are very happy with the service provided and when asked they make positive comments. They like the flexibility and friendliness of staff, feel able to talk about problems as well as progress and say their children really enjoy coming to the playgroup.

The manager and her staff have worked for several years together and this makes for a strong staff team. Staff are committed to continuously updating their skills and qualifications. They regularly attend meetings and short courses to enhance their knowledge. Plans to identify continuous improvement are in place. Self-evaluation is undertaken largely by the senior staff who are formalising the process and using this to identify the strengths and weaknesses of the playgroup. The previous recommendations have been met and extended helping ensure the outcomes for children continue to improve.

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

Children are progressing well towards the early learning goals in relation to their starting points. This is because staff have a clear understanding of how to implement the Early Years Foundation Stage framework and have a mix of skills and experiences. They recognise children's individuality and take into account their capabilities when planning activities. The children's folders hold observations, photographs and samples of work. Although the assessments show children's next steps in their learning it is not clear how this informs the planning. The recording of developmental information is currently undergoing some changes.

Children have a good rapport with the staff who know them very well and have a very caring attitude. They are engaged and involved fully in the activities, they share and cooperate well and have friendly relationships with the other children. As a result children demonstrate a good sense of belonging and their behaviour is good. Children demonstrate good language skills, communicate clearly and explain their ideas confidently. There is a good supply of books, the book corner is well used and the children enjoy regular story times. During a story about a big hungry bear and a strawberry, children have to think about where the bear is hiding the fruit. Later during lunch children are talking about how fruit is good for them and recall the story they had earlier. The labelling of pegs, resources boxes and areas around the environment help children to identify familiar words. Children enjoy using the mark-making area. One child draws round a flat shell and then discovers it will make a pattern if she puts the paper on top and rubs with a crayon. Children chat about what else will make patterns and later they take the chalks and paper into the garden and do some bark rubbing on the trees.

Children have an excellent understanding of personal hygiene, healthy eating and that exercise and fresh air contribute to keeping themselves healthy. They recently partook in a healthy eating project where they looked at nutritious food, helped to prepare food and drew picture of their favourite fruits. This knowledge is backed up by the many growing projects in the garden where children learn first hand where food comes from. The project also encouraged parents to consider healthier options for their children's lunchboxes. At snack children enjoy a good selection of fruit, choose when they eat and independently pour drinks. They automatically take themselves to wash their hands before eating, display good table manners and help to clear away when finished. Children partake in a wide range of physical activities on a daily basis indoors, in the garden and on outings in the local community. The free-flow system enables children to decide for themselves when they go into the garden. They independently put on coats and boots and staff accommodate children's outdoor learning very well. The children use the garden in all weathers and wear waterproof suits. Given the choice, most choose the outdoor play option.

Children are learning about their own and other's safety while they play. They practice fire drills so they know how to get out in an emergency, they learn about road safety on walks in the community and help care for their environment by clearing away toys. During play they are aware of other children's needs and

feelings. They use their imaginations well and particularly enjoy playing in the home corner. For example, children quickly turn this into a shop, one child finds the till and the play money while others gather various packets and find shopping bags. The scenario goes on, some of the things fall onto the floor, 'oh dear we've spilt it'. Staff join in by finding some cleaning cloths and children pretend to clean up. One finds a sponge and starts to wash the outside of the book corner screen and quickly others join in with their cloths amongst much hilarity.

There is a wide selection of resources, which help children's numeracy and counting both indoors and in the garden. A group time children join in enthusiastically with 'Five Little Ducks', counting down from five to one and making quacking noises. During a discussion at the nature table, children discuss the various photographs of animals. They count that the octopus has eight legs. They are very interested in the pot of seeds and pictures of sunflowers. They say they think the sunflowers will grow very tall. As they chat about the seeds they ask if they can plant them. Staff readily respond and extend this activity to encourage children's learning. Children carry the seeds into the garden, staff find the spades and rakes and they proceed to find some little pots and some soil. When they lift the board of the soil box they look for insects and discover several worms. Children have a marvellous time digging in the soil, transporting it into the pots, sharing and cooperating, and generally making a lovely mess. They know the seeds need sunshine and water to grow and fill the watering cans from the tap. This is just one example of children thinking for themselves, cooperating and working together whilst learning about their environment.

## 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	1
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	1

### 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

<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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----