

Tiggers Playgroup Balcombe

Inspection report for early years provision

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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

Tiggers Playgroup Balcombe opened in 2001 and is managed by a voluntary committee of parents. The playgroup operates from the parish rooms and children have access to an enclosed outdoor play area. The playgroup is situated in the village of Balcombe, West Sussex. It is open each weekday from 9.15 am to 12.15 pm, and until 01.15 on Tuesday and Friday for a lunch club during school term times.

A maximum of 32 children may attend the playgroup at any one time. There are currently 43 children aged from two to under five years on roll. The playgroup currently supports a number of children with special educational needs and/or disabilities. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are six members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are cared for in a safe, secure and very welcoming setting where the staff team know them well and acknowledge them as unique individuals. Therefore, children are settled and enjoy their time with both adults and peers. Close partnerships with parents mean that information is shared so children make good progress in their learning, given their age, abilities and starting points. Management and the staff team evaluate the nursery to establish what they have achieved so far and identify appropriate areas for future improvements.

What steps need to be taken to improve provision further?

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

- help children to be aware of risks and to consider their own and others' safety
- maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children

The effectiveness of leadership and management of the early years provision

The staff have all been vetted which ensures they are suitable to work with children. Most of the staff are qualified to work with young children and regularly update their skills by attending further courses. Clear procedures are in place for staff to follow should they have concerns about a child in their care. These

procedures help safeguard the welfare of the children. Routine risk assessments of all areas used by the children ensure hazards have been identified and minimised, further protecting them from harm. All the required documentation for the safety and well being of the children is in place and the policies are shared with staff and parents. However, some require updating such as the regulators telephone number in the complaint policy, always obtaining the date on medicine consent and clarifying the consent for emergency treatment.

Improvements in the setting are identified and addressed positively. Self evaluations are in place to not only acknowledge the weaknesses of the provision but to highlight the strengths. Parents views are sought as are those of the children and suggestions are valued and implemented whenever possible such as extending the opening times. Parental involvement is a strength of the setting. They are invited into the setting for play sessions, parent evenings and they make up the committee. Information is shared with them through daily discussions, notices and the policies. Parents are encouraged to contribute to the planning with information about their children's interests and reviewing their learning journals. Partnerships have been developed with other setting s children attend so there is consistency in the planning for their development and information is shared with the local school to ease the transition for the children.

The setting is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language. Good links are established with external agencies to ensure that children's specific individual needs are highlighted and met by the staff team. The organisation of the resource and environment enables children to be independent and take ownership of the space, developing their confidence and well-being.

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

Children benefit from a well organised environment where their own ideas and interests lead the planning for their individual development. The use if detailed observations and recording of children's achievements, ensures the curriculum is based around each child's milestones. As a result, children are making good progress across all six areas of learning of the Early Years Foundation Stage curriculum taking into account their starting points and capabilities. Planning for the outdoor area compliments that of the indoors and children are encouraged to transport resources between the two. Opportunities for children to become familiar with text in a variety of forms are evident everywhere from the books available to read, to the labels displayed both inside and out. Children greatly enjoy stories and once a book has been read to them they are invited to tell the story for themselves, the staff skilfully asking them to recall what happened as they turn the pages to remind them.

Children are happy and settled in the setting and have formed firm friendships with their peers. They play co-operatively and games are provided every day which encourage children to take turns and share. Large egg timers are available to help

them learn to wait as they watch the time elapse until their turn comes. Children confidently move around the setting engrossed in their play, expressing their individual wishes and enjoying making their own decisions about what they want to do. They concentrate for extended periods at favorite activities such as the computer which they skillfully operate. Children's creativity is encouraged as they use crafts to make cards for their Valentines, model with malleable materials and use their imaginations in the role play area. For example, bandaging each others 'injuries' and giving injections, clearly able to separate their play from reality as they explain they are injured 'but not in real life'.

Many physical activities help children develop good habits for leading a healthy lifestyle. They play outdoors, participating in obstacle courses or gardening. They exercise indoors, feeling their heartbeats to see the effect the exercise has on their bodies. Healthy snacks of fresh fruits which they serve for themselves, further contributes to their good health. Guidance is generally given on how to behave safely as they play and the secure environment helps children to relax and feel safe. However, explanations are not always given to help children understand about the rules. For example, staff take objects from children without explaining why and remind them to walk indoors without the reasoning. Numeracy and problem solving form part of the children's care routine and daily activities, through adult-led and child initiated activities, such as counting their pieces of fruit and games when they are asked to calculate how many more they need.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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

Outcomes for children in the Early Years Foundation Stage	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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