

Flockton Playgroup

Inspection report for early years provision

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Inspector

Tara Street

Setting address

Flockton C of E School, Barnsley Road, Flockton, Wakefield,
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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.

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

Flockton Playgroup is run by a voluntary management committee. It was registered in 2002 and operates from a portable building within the grounds of Flockton First School in the village of Flockton in Wakefield. Children have access to a secure, enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. It is open Monday to Friday from 9am to 12pm, with a lunch club offered between 12pm and 1pm, during term time only. Children attend for a variety of sessions.

There are currently 20 children on roll, all of whom are within the early years age range. Of these, 12 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years, one of whom is currently working towards a foundation degree in early years. One member of staff holds a qualification at level 2. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children engage in a stimulating range of experiences at Flockton Playgroup. A welcoming and inclusive environment is created to ensure all children are happy and enjoy themselves as they play and learn. There are strong relationships between staff, parents and carers and most policies and procedures are implemented effectively to safeguard and promote children's welfare and learning. The setting uses self-evaluation and review procedures well to ensure its service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/03/2011

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

- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- develop further the use of the outside play area to provide regular opportunities for children to investigate and explore the features of objects and living things.

The effectiveness of leadership and management of the early years provision

Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. Robust recruitment and vetting policies and procedures are in place. Most records required for safe and efficient management of the provision are well maintained. Children use a wide range of toys and equipment which are safe and suitable. Staff carry out regular risk assessments and conduct safety checks at the beginning and end of the session to ensure that the environment is suitable. However, a record of the risk assessment, which clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident, is not maintained. This is breach of requirements. Children are cared for by qualified and experienced staff, who have good opportunities to develop their skills through ongoing training. Staff are effectively deployed within the setting which is well organised and resourced. The managers have a clear vision for the provision and demonstrate a strong commitment to further development and promotion of children's learning and welfare. They involve others when reflecting on practice and carry out clear self-evaluation. Previous recommendations have been met and the provision meets its own targets.

All staff work closely with parents and carers to ensure children's individual needs are met. Parents are encouraged to be actively involved in their children's learning as staff exchange ongoing information about their progress through regular newsletters and daily discussions. Initial information about children's likes, dislikes and interests are requested when they start attending, to give staff a secure basis for planning activities that the children will enjoy. Close working with other agencies and early years professionals, where appropriate, secures the inclusion of each individual, eases important transitions in their young lives and ensures consistency and continuity for them. A good equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as possible.

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

A good variety of adult-supported activities, which offers focused learning opportunities alongside many others that are free choice, provides all children with a broad and balanced curriculum. Children are happy, confident and encouraged towards independence. They communicate readily and are supported to follow their interests and develop their ideas. Staff are mindful of the individual children

participating, for example, presenting a letter stencilling activity in slightly different ways to each group of children to ensure that all are challenged and their understanding is extended. A staff member is always on hand to support those that need it, particularly with younger children, but they are also skilled at leaving children alone at times to be active in their own learning. Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities. For example, during a role play activity, an adult supports children to explore the use of stethoscopes and thermometers to check an animal's health.

Children confidently use number in everyday activities. They count how many coloured crayons they have and discuss which is the biggest and smallest. They enjoy exploring their creative skills with paints, pencils, paper and a variety of textured materials for collage work. A good range of technology equipment helps children to learn important skills for the future and regular activities both inside and outside develop their co-ordination and balance skills. They eagerly participate in games, ride bikes and experiment with balls, hoops and balancing equipment. However, as staff have already identified, opportunities are not maximised for children to investigate independently and explore the features of objects and living things in the outdoor environment. Careful planning of celebrations and festivals enhances children's awareness of the wider world and a varied range of resources provides positive images of themselves and diversity within society. However, local resources are not fully utilised to enhance children's understanding of their community and the locality.

Children's health and well-being are actively promoted through the sickness policy, cleaning routines, balanced snack menu and good access to drinks to maintain hydration. Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. Children understand why they must wash their hands before snack and after messy activities. Staff are very good role models, providing a consistent, positive approach. As a result, children are effective in managing their own behaviour and keeping themselves safe; for example, they patiently take turns to use the various play resources and help staff to pack toys away at tidy up time.

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

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