

# Punch And Judy Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	127358
<b>Inspection date</b>	04/03/2011
<b>Inspector</b>	Cilla Mullane

<b>Setting address</b>	Lympne Village Hall, Aldington Road, Lympne, HYTHE, Kent, CT21 4LE
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<b>Telephone number</b>	07527111584
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**Email**

<b>Type of setting</b>	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

Punch and Judy playgroup has been registered since 1987. A committee manages the group, which operates from the village hall in Lypne. Children have access to the main hall and toilets, including a toilet for disabled people. There is a fully enclosed garden for outside play. Children attend for a variety of sessions. The group serves the local and surrounding area.

A maximum of 26 children in the early years age group may attend the playgroup at any one time. There are currently 41 children in the early years age range on roll. The playgroup is also registered on the compulsory part of the Childcare Register to care for children aged over 5 years.

The playgroup is open each weekday except Tuesday during term times. On Monday and Friday opening times are from 9am to 3am, and on Wednesday and Thursday it opens from 9am to 12.45pm.

The playgroup employs 11 staff, including a volunteer and an administrator. Of these, 7 hold appropriate early years childcare qualifications to at least NVQ level 2, and 5 are working towards a qualification. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well, and make good progress due to staffs' skillful teaching their positive interactions and good provision of resources and activities. Children are confident, independent and motivated, show a good sense of belonging, know what is expected of them and are extremely secure in their well planned routine. Children are very safe, they are learning about caring for their personal hygiene, and their welfare is well promoted in all respects. Documentation is very well maintained, regularly updated, and used to promote children's welfare. Parents are well informed, their views respected and welcomed. Continuous improvement is maintained because staff consistently increase their competence and skills by attending training, and targets for action directly enhance outcomes for children and their families.

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

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

- develop the continuous provision to enhance children's access to a full range of resources to enable them to design and create
- build on the use of observations of children's achievements, interests and

learning styles in all areas of learning, and observations of their levels of wellbeing and involvement, to ensure that each child's identified next steps are incorporated into planning.

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

The pre-school is very well led and managed. Children's welfare is very well promoted. All staff are suitably vetted, and sensible nappy changing and mobile phone use procedures help to keep children safe. Thorough policies and procedures underpin the running of the pre school, and these are known and consistently adhered to by staff, as they discuss and update them regularly at team meetings. This means that children are cared for consistently. All documentation is especially well maintained by a competent administrator.

Children make good progress from their starting points in all areas of learning. Clear planning of the environment and activities ensures that children learn from activities across all the areas of learning. Furthermore, staff carry out accurate observations of children and use these effectively to track their progress in all areas. They plan good quality activities daily for their key groups of children, which are relevant and interesting. Their good teaching skills and knowledge of these children's interests enables them to challenge each child, and help them to make good progress. However, although staff have identified children's planned next steps, these are not included in planning. Adults work hard to set up the environment daily, and give careful thought to giving children access to resources across all the areas of learning. Although good resources for creative play are chosen by staff daily, children do not always have access to the full range in order to design and create freely.

Self evaluation is very effective in improving outcomes for children. This has led to improvements in recording children's progress, and free flow to an interesting outdoor area. Well targeted plans include developing a website to improve information given to parents. Staff continually attend training to increase their competence and skills, which directly benefits children.

Partnership with parents is strong, and they feel well informed and have confidence in the staff. A very informative prospectus and the wealth of information displayed on the boards makes sure they know about the provision for children's care and development needs.

Staff work effectively with children who have special educational needs and/or disabilities, have established effective links with other professionals, and work closely with parents. As a result, these children made good progress. Several children attend other settings, such as nurseries, and careful procedures are in place to regularly share information, with parents' permission. Therefore continuity and children's consistency of care are good.

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

There are plentiful opportunities for mark making, with paper and pens in several areas, and children access these confidently, making shopping lists and writing letters, and understanding the significance of the written word. Children make the most of their play and learning, and they are motivated, confident and interested. Adults are skilled in their interactions, supporting learning well, challenging thinking, and knowing when to refrain from intervening when it is appropriate for children to develop their own activities. Children enjoy play in the fresh air, and think about nature when growing herbs and looking for bugs. They are confident and able when playing on the climbing frame, they are supported by staff who understand the need for children to take risks in a safe environment. They count very confidently as they play, demonstrating a concept of number.

As children are busy, challenged and settled, they behave well. Their negotiation skills are developing, discussing sharing amongst themselves, and avoiding arguments. They are keen to join in, and show pride in their achievements, for example, showing off a 'bookworm' bookmark they have made. Staff build their positive self esteem well. For example, at circle time they discuss animals, and adults record their comments on a white board, which makes them feel that their contributions are valued. Adults show excitement at children's comments and as a result, children are confident to speak and interact.

Children show that they feel safe within the setting by acting confidently and independently. They develop a strong sense of belonging, and are secure within a known routine, for example, calling out 'circle time!' when they hear the bell. Staff ask them what they like doing at pre-school, and display their photos with their comments, so they feel valued and included.

Personal hygiene is very well understood by the children. When they sneeze they automatically go to find a tissue, knowing where these are kept. They show excitement at having a new type of soap, and know that they need it to wash off paint, and they need to wash before eating, and after touching Munchie the rabbit. Snacks are healthy, such as apple and banana, and children are adept at pouring their own water.

## 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

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

<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

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