

Park Road Under Fives

Inspection report for early years provision

Unique reference number	109475
Inspection date	03/03/2011
Inspector	Sue Taylor
Setting address	Upper Park Road, St. Leonards-on-Sea, East Sussex, TN37 6SJ
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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*.

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Description of the setting

Park Road Under Fives playgroup is managed by a voluntary management committee. It opened in 1985 and operates from the church hall in St Leonards, with additional use of two other rooms. It is situated within easy walking distance to shops, schools and parks.

A maximum of 28 children may attend the playgroup at any one time. The playgroup is open Mondays, Wednesdays, Thursdays and Fridays from 9:15am to 2.45pm for 38 weeks of the year. Children share access to a small enclosed outdoor play area, they also use the local park.

The playgroup is registered on the Early Years Register. A maximum of 28 children aged from two years may attend, at any one time. There are currently 36 children on roll, some in part-time places.

The playgroup has children with special educational needs and/or disabilities.

There are 11 members of staff, nine of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The playgroup 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.

Children are kept safe and have their individual care needs met well. They are making good progress, ably supported by the caring staff team. Children are confident as they are valued for who they are, with their individualities nurtured. A positive awareness of the wider world is developing. Overall, the strong links with parents and others encourages good partnership working. Effective steps are taken by the pre-school to evaluate the provision, identifying strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment records are reviewed, at least annually, and clearly states when these reviews are carried out and by whom. 17/03/2011

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

- improve the availability of positive images that challenge children's thinking and help them to embrace diversity
- encourage greater involvement from parents in supporting their child's next steps and making meaningful contributions to the assessment process.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children. The thorough recruitment process helps ensure the suitability of staff and Criminal Record Bureau checks are obtained for all staff. Inductions for new staff and annual appraisals support staff in their ongoing development with further training encouraged. The staff are fully aware of their role and responsibilities in safeguarding children. Overall, all required records are in place. However, although the risk assessment record does show actions taken following an incident, it does not clearly state when a review (that should be at least carried out annually), took place or by whom. This is a breach of a legal requirement of the Early Years Foundation Stage. There are no concerns about children's safety and the procedures followed when children are taken out for walks are very good.

Recommendations made at the last inspections have been met. The group constantly evaluates its practices and identifies areas for development that will improve outcomes for children. For example, extending display boards to enable children to present more of their own work. Parents are able to contribute to the organisation through committee membership or through the annual questionnaires. Recently a group of children and staff decided what the next role play area should be through the use of a mind map. This not only shows that children's views are valued and sought, it promotes their learning well, such as language for thinking.

The staff team are welcoming, enthusiastic and work well together. The group puts out a wide range of resources daily and ensures through carefully planning that the available activities and play materials support children's abilities and next steps. All children make positive choices about their play whether playing happily on their own, with a member of staff or other children. The group do not benefit from a dedicated outside area of their own and make good use of local walks and the park. Adults have a good knowledge of each child's background and needs. By regularly monitoring individual children's progress, key persons are able to plan to close any identified achievement gaps. Any child with an identified need for additional support is fully included in the group, supported as necessary by effective communication with parents and others.

Partnerships with other agencies and professionals are well established and make a strong contribution to children's achievement and well-being. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place. This helps ensure information is regularly shared and used to promote children's achievements and well-being.

Very positive relationships exist between the staff and parents. Appropriate

information relating to the group, including the well-written policies, is shared with staff and parents. As a result, all are fully informed of the group's practices. When children start, time is taken to find out about them as individuals, their interests, their likes and dislikes. Information about children's achievements and next steps are shared with parents encouraged to be involved. However, current systems are not fully used in getting all parents to effectively contribute to the assessment process for their child.

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

Children are very settled and happy at the group, making good progress in their learning. The key persons identify children's next steps, ensuring that planned activities or the availability of resources supports their ongoing progress. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Their developing communication and language skills are promoted very well, through a good range of fun activities. Singing times are popular and children enjoy action songs that also enable them to show their understanding of numeracy. A fun activity of table painting and printing the result on paper was well received, with most children able to identify how mixing blue and yellow paint made green. They shared their painted hands with other children, noting how the greens differed. They gain a good awareness of the local community and natural environment during their well organised walks. Natural items are bought into the group for children to explore such as pebbles, pine cones, peat or minibeasts such as snails and worms.

The interactions with the staff are very positive and children are valued for who they are. Children are secure and develop a sense of belonging. They know what is expected of them and can demonstrate a clear understanding of how to stay safe. For example, children know they wear fluorescent jackets and either reins or wrist straps on outings. New children are supported well and encouraged to be involved in activities at their own pace. Children show great care as they handle the group's stick insects. Children's behaviour is very good and they are beginning to show a good awareness of responsibility within the setting. Overall, they gain an understanding of diversity from the resources and planned activities. However, the availability of these is not always evident. Children play well independently or cooperatively with others. On the whole, children are active and curious learners, being very well supported as they develop the skills required to secure future learning. Transitions to school are dealt with well.

Children are aware of the need for good personal hygiene routines, for example, they know to wash their hands after using the toilet or having nappy changes or before eating. They choose when they want their snack and benefit from the range of healthy options that parents provide for sharing. Children gain skills as they use knives to fruit pieces and pour their drinks. They know they can freely access their named water bottle, controlling their own thirst needs. Children engage in a wide range of physical activities, both indoors and out, helping them to maintain a

healthy lifestyle.

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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