

Forncett Playgroup

Inspection report for early years provision

Unique reference number	254068
Inspection date	28/02/2011
Inspector	Jacqueline Mason

Setting address	Village Hall, Low Road, Forncett St. Mary, Norwich, Norfolk, NR16 1JG
Telephone number	0845 2576193
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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

Forncett 'Little Tractors' Playgroup is run by a voluntary committee of parents and carers. It opened in 1966 and operates from rooms within the village hall in Forncett St Mary, Norfolk. The playgroup is open all week from 9.40am to 12.10pm. On Monday, Tuesday and Thursday sessions are also available from 12.15pm to 2.45pm during school term times. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register to care for a maximum of 24 children in the early years age group at any one time. There are currently 30 children on roll. Children attend for a variety of sessions and come from the local village and surrounding areas.

The setting employs five members of staff. Of these, three hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is implemented to a good level to help children make steady progress in their learning and development. Inclusion is promoted well and ensures that all children are happy and settled and able to participate in activities at their own level of development. Partnerships with parents are effective and the setting works well with others who provide care and learning for the children. Written policies and procedures are in place and most health and safety requirements are met to a good standard. The setting has some strategies in place for self-evaluation to identify its strengths and areas for development in order to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- notify Ofsted of all persons who make up the governing body of the setting (Suitability of adults) 31/03/2011

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

- develop a culture of reflective practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- keep up-to-date policies and procedures, required for the safe and efficient

management of the setting, with regard to ensuring that they accurately reflect practice

The effectiveness of leadership and management of the early years provision

Systems to safeguard children are effective because staff have an up-to-date understanding of child protection issues. They attend regular training to ensure they are able to recognise the signs and symptoms of abuse and know how to report concerns. All staff undergo an Enhanced Records Bureau (CRB) Disclosure to help ensure that they are suitable to work with children. Committee members also undergo these checks, although, not all of the current committee members have been made known to Ofsted in order that their suitability checks can be carried out. Despite this, the impact to children is not significant as no un-vetted committee member is ever left alone with them. Daily risk assessments are carried out to ensure that children are able to play safely indoors and outside and security of the premises is effective to prevent unauthorised access or children leaving the premises unsupervised.

All policies and procedures, necessary for the safe and efficient running of the setting, are in place and are shared with parents to help them make choices about their children's care. However, the policies are not fully reflective of the practice of the setting, for example, the recorded names of the designated persons to take responsibility for safeguarding are incorrect. The policies and procedures are currently being reviewed and updated to ensure that they are correct. Impact on children is negligible as staff are fully aware of the procedures that are followed in the setting and these procedures can be shared verbally with parents on request until the updated, written policy is in place. Good practice is reviewed regularly through staff meetings that allows for any issues to be addressed. Management have carried out an assessment of the setting using the local authority 'RAG rating' (red, amber, green). They have identified areas for development, mostly around documentation and are in the process of carrying out an action plan to address the areas identified. Staff, parents and children have not currently been included in this process and there are plans to address this.

Staff have a firm belief in the setting's success. They are enthusiastic and motivated, resulting in outcomes for children that are consistently high. There is an active committee, made up of parents of children who attend the setting. Settling in processes for new children include parents being encouraged to 'stay and play' and there is an expectation that parents help out in the setting on a rota basis, encouraging involvement in their children's learning and promoting them as their children's key educators. Parents report that they are extremely happy with the service that is provided. They find staff friendly, approachable and committed to the best interests of their children. Very good links with local schools are in place. This helps to ensure that partnerships with others who provide care and learning for the children are fostered effectively, generally sharing information well to promote children's achievement, well-being and development.

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

Children are eager to attend and make significant gains in their learning. This is because they are motivated by staff who are caring, enthusiastic and knowledgeable about the Early Years Foundation Stage. An effective key worker system is in place and staff work closely with parents to establish children's starting points, identify likes and dislikes and build relationships both with parents and the children for whom they are responsible. Through this and effective observation and assessment of children, staff are able to plan and provide activities that take into account their capabilities, build on their interests and provide excitement and stimulation. All staff are involved in the key worker system with some staff acting as a 'buddy' to the main key worker and taking joint responsibility for observation and assessment. Activities are adapted to ensure that all children are able to participate at their own level and can be fully included in all aspects of the setting.

Children are confident and come into the setting readily and happily. They separate from their main carer with little or no problems and staff treat children with genuine and positive regard. Children play well together and are developing good relationships with each other, playing together and cooperating in imaginary games, such as, working together modelling 'junk' to build a den for the dinosaurs. Good behaviour and positive individual efforts are praised and children understand the need to share and take turns, readily sharing when using popular resources, such as, the tools that are used with the playdough. Any unwanted behaviour is managed sensitively by staff taking into account children's age and level of understanding. Children are encouraged to develop positive attitudes to others and staff promote the wider world, helping children to learn about their own customs and cultures, as well as, those of others.

Staff are actively engaged in children's play and spend their time working directly with them, promoting the development of language and numeracy through everyday play activities, such as, helping children count the number of trains on the small world train track and talking about the colours of the trains. During routine activities, such as, snack time, staff talk to children about the colour of the plates and count the number of plates needed for each table. Resources are planned to excite children's interests. Children particularly enjoy exploring the light-up balls that staff had placed in the play tent. They experiment with the balls, working out how to change the colour of the light and switch them on and off. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

Children are developing independence as they are able to select which activities they would like to participate in. Space within the main playroom is used effectively with a lovely range of toys, resources and activities provided. Children are supported well in their play and with adult support persist in activities of their own choosing. Children are confident to work independently and readily tell adults when they do not need help and support. Consistent routines are followed within

the setting and this helps to promote children's sense of belonging. Their confidence is promoted as they know what happens next throughout the day. For example, at snack time children know that they go to the bathroom to wash their hands before finding their name card on the table with their plate and cup. Children have snack together and this is promoted as a lovely, social time with staff sitting with the children and chatting to them about what they have been doing during the morning, at the weekend or at home during the school holidays. Parents are encouraged to provide fresh fruit each day and this is shared between all of the children. Through this, children are able to explore a variety of tastes, such as, apple, banana and kiwi. Active play is promoted both indoors and through outdoor play and this further promotes the development of children's healthy lifestyles.

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	3
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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