

Crowland Community Playgroup

Inspection report for early years provision

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Inspection date

03/03/2011

Inspector

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Setting address

The Wheatsheaf Rooms, North Street, Crowland,
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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

Crowland Community Playgroup opened in 1968. The playgroup is managed by a committee of parents and operates from the Wheatsheaf Rooms, in Crowland, Lincolnshire. The playgroup is open five days a week in school term times. Sessions are from 8.45am to 11.45am and 12noon to 3pm, except on Mondays and Tuesdays when there is no afternoon session. All children have access to an enclosed outdoor play area.

A maximum of 24 children may attend the playgroup at any one time and there are currently 42 children on roll who are within the Early Years Foundation Stage. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The playgroup supports children who have English as an additional language.

The playgroup employs three staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare needs are not effectively promoted because the provider has not ensured that all welfare requirements are met. Essential records are not kept appropriately and this means there are three breaches of regulation. The organisation of the provision is currently weak and staff have not developed their knowledge regarding the Early Years Foundation Stage to effectively promote children's learning. Self-evaluation is evolving, but not enough action is taken to secure improvement. Partnerships with parents are appropriate and children enjoy their time at the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve staff's knowledge and understanding of the Early Years Foundation Stage so that they provide children with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes) 29/07/2011
- keep a record of all accidents and first aid treatment. Inform parents of all accidents or injuries sustained by 10/03/2011

- children whilst in the care of the provision and of any first aid treatment given (Safeguarding and promoting children's welfare)
- ensure the risk assessment takes account of outdoor and indoor spaces, furniture, equipment and toys so that they are safe and suitable for purpose. Maintain this record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 31/03/2011
 - undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 29/07/2011
 - organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 31/03/2011
 - keep a daily record of the children's hours of attendance and ensure that it is completed appropriately (Documentation). 10/03/2011

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. Although, a risk assessment is in place, it does not contain sufficient information to ensure that resources and the premises have been checked appropriately and the management of any risk, such as, health and safety procedures is not effectively monitored. The daily record of attendance does not show the times of children's attendance and accident records are not consistently completed and shared with parents when the accidents occur. This means children's welfare is not safeguarded. Recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Staff understand the setting's safeguarding children procedures and have attended child protection training. They suitably deploy themselves to ensure that children are supervised.

The leadership and management of the setting is inadequate and does not sufficiently support children's learning and development or promote their welfare. The management team lack the necessary knowledge and understanding of the Early Years Foundation Stage requirements to maintain continuous improvement. For example, recommendations from the previous inspection have not been appropriately addressed. Systems to monitor and evaluate the early years provision are not fully effective and priorities for improvement have not consistently been identified. However, the new committee is keen to drive improvement and demonstrates a commitment to ensure positive outcomes for children.

Information is provided for parents about the setting and adequate systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal updates so that parents are informed about their child's care and

they have opportunities to see their child's achievement records. Although, the setting has developed partnership links with other providers to share information about the children they care for, this information is not effectively used to complement the learning children experience at other settings and to support children's good progress towards the early learning goals.

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

Children's progress towards the early learning goals is limited because staff do not understand how to effectively deliver the learning and development requirements of the Early Years Foundation Stage or what they need to do to support children's learning effectively. This limits their ability to plan relevant and motivating learning experiences which meet individual children's needs and provide sufficient stimulation and challenge. Staff do not effectively observe, evaluate and assess children's progress. Although, each child has an assessment record in place, it is not used to systematically identify appropriate learning priorities for each child. Planning does not adequately cover all areas of learning in a broad range of motivating experiences for each child's stage of development. As a result, staff are not able to appropriately help children learn and develop to their full potential.

Children's learning and competence in communication, language and literacy is not adequately supported. Staff do not use effective questioning to encourage children to extend their thinking and offer challenge in their learning. Children have opportunities to draw and look at books, but they make limited progress because they are insufficiently supported and extended. Inappropriate activities, such as, drawing over dots to form letters, templates and worksheets hinder children's progress in developing their early writing skills. Children learn about number and counting and use shape sorters and puzzles to develop their understanding of size and shape. However, they are not adequately supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts. This affects children's future learning.

Children are able to make some choices about what they do, however, staff do not make full use of the learning environment to effectively support children's learning both indoors and outdoors. Staff have developed warm relationships with children and children enjoy their company. However, children's behaviour is not always well managed as they become boisterous due to the lack of challenge and appropriate stimulation. This means their disposition to learn is not effectively fostered. Systems are in place to support children with special educational needs and/or disabilities. Although, children show an interest in art activities, they have fewer opportunities to express and develop their own ideas because adults are over concerned with the end result. This means children have insufficient challenge and it inhibits their ability to create, experiment and learn independently.

Children enjoy physical activity and have some opportunities to play outdoors where they enjoy riding on scooters and climbing on the frame. However, the outdoor area is not effectively used to support children's physical development and ensure they can practise their skills in a range of exciting, challenging activities.

Children are beginning to learn about the importance of a healthy diet. They are provided with a range of suitable snacks and clear information is gathered about their dietary requirements. Appropriate hygiene routines followed by the staff and children help to prevent cross-infection.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 31/03/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) 10/03/2011
- keep a record of accidents which involve the children being cared for on the premises where childcare is provided (Records to be kept). 10/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability and safety of premises and equipment) 31/03/2011
- take action as specified in the compulsory Childcare Register section of the report (Records to be kept) 10/03/2011
- take action as specified in the compulsory Childcare Register section of the report (Records to be kept). 10/03/2011