

# Nether Heage Playgroup

Inspection report for early years provision

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**Unique reference number**

206823

**Inspection date**

28/01/2011

**Inspector**

Jean Otter

**Setting address**

The Village Hall, School Lane, Heage, DE56 2AL

**Telephone number**

01773 850 124

**Email**

**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**

Nether Heage Playgroup opened in 1982 and is committee run. It is situated in the village of Heage and operates from the Village Hall. A maximum of 25 children in the early years age range may attend the playgroup at any one time, of these none may be under two years. The playgroup is open for three morning sessions a week, Mondays, Wednesdays and Fridays, from 9:00am to 11:30am during school term time only. All children share access to a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register. There are currently 20 children aged from two to under five years on roll. Of these, 16 children receive funding for early education.

The playgroup employs four members of staff. Three hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Nether Heage Playgroup provides effectively for children in the Early Years Foundation Stage. Staff create a safe, inclusive and welcoming environment so that all children benefit from the wealth of activities and experiences. The organisation of planning for individual children's learning and development is mainly good. The playgroup is pro-active in developing positive partnerships with parents, other professionals and settings.

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

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

- ensure the best opportunities for effective development and learning by securely linking observations to individual children's next steps planning.

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

Effective safeguarding policies ensure that children are well protected. Staff have attended training and demonstrate a clear understanding of the procedures and how to implement them appropriately in order to protect children from harm and neglect. Children feel safe in the setting as staff practice safe routines and teach children how to keep themselves safe from injury.

The supervisor of the setting demonstrates good organisational and managerial skills, using self evaluation systems to monitor and evaluate the provision. The recommendations from the last inspection have largely been addressed. Staff are keen to try new ideas and they support children's learning successfully using the

principles of the Early Years Foundation Stage framework. Parents and carers are valued as partners in their child's learning. They have access to the policies and procedures and receive good information about how the setting operates. They are invited to spend time at the setting and to add to their child's learning story at any time. The committee is open to parents to join. Staff engage with parents effectively at the beginning and end of each session. Staff are keen to liaise with the local schools to enhance the transition process and they form links with other professionals to ensure individual children's needs are consistently met. Ideas are shared during team meetings and staff participate in ongoing training.

All necessary documentation for the safe and efficient management of the setting is in place and all staff and volunteers are vetted. Children are well supervised and staff move around the areas talking to and observing children, engaging well in their play. Staff communicate well together to ensure effective deployment at busy times such as during the transition between activities and group times.

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

Children are provided with good opportunities to investigate, explore and use their imagination. Themes, topics and outings are used to extend their knowledge and understanding of the local community and the wider world. Numbers and shapes are used consistently in discussion during activities and at group sessions. Role play, tools and materials are used creatively and there are varied opportunities for children to develop skills in mark making. They learn how to use toys that mirror new technology and have the opportunity to play outdoors, whenever possible. Planned activities take into account children's individual interests and ideas. Staff observe children as they play, using their observations to plan for their next steps in learning. However, in some instances the planning does not always identify effectively their individual learning needs. Staff use good communication skills with the children and present good levels of challenge. Children make good relationships and play and work well together, learning to negotiate, make choices and independent decisions. They learn to respect and value people's differences and similarities through stories, discussions and as they celebrate different cultural events throughout the year.

Staff create a safe and welcoming environment where risk assessments are robust and support children's health and safety well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating. Opportunities for physical play are a significant feature of the children's daily routine.

## 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 |
|--|---|

### 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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