

Treasure Island Playgroup

Inspection report for early years provision

Unique reference number

507945

Inspection date

02/02/2011

Inspector

Melissa Cox

Setting address

Popley Fields Centre, Carpenters Down, Basingstoke,
Hampshire, RG24 9AE

Telephone number

01256 414014

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Treasure Island Playgroup opened in 2000 and is a committee run group. The playgroup operates from two rooms in the Popley Fields community centre, and has a fully fenced garden. The centre is situated in Popley, near to Basingstoke, and serves the local area.

The playgroup is registered with Ofsted on the Early Years Register. A maximum of 24 children may attend at any one time. There are 56 children on roll, all are within in the early years age range. The setting is in receipt of funding for the provision of early education for three- and four-year-olds. The playgroup supports children with special educational needs and/or disabilities and children who have English as an additional language. It opens five days a week during school term times. Sessions are from 9.15 to 3.15 Monday to Friday, with a choice of morning, afternoon or all day sessions which can include a lunch club.

The playgroup employs seven members of staff who work part-time or full-time with the children. All staff have suitable early years qualifications. The playgroup receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the setting. They make outstanding progress in all areas of their learning and development because the staff provide individual support, tailored to the children's unique abilities and stages. High quality resources, stimulating activities and well-planned play opportunities ensure that children are extremely motivated in all areas of their learning. Skilled staff work closely with parents and other early years professionals to ensure children make rapid progress in their learning and development. Excellent partnerships have been developed with external agencies. The setting has continued to identify their strengths and areas for improvement since the last inspection, ensuring high quality care and provision for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- including a program to promote and protect the rights, respects and responsibilities of each child in the setting.

The effectiveness of leadership and management of the early years provision

Dynamic leadership and management in the setting results in a confident and knowledgeable staff team who implement the requirements of the Early Years Foundation Stage extremely well. All staff receive safeguarding training and demonstrate an excellent awareness of issues that may raise concerns regarding the abuse or neglect of children. The setting's safeguarding procedures reflect Local Safeguarding Children Board guidance, and staff are well trained and able to implement these most effectively in order to ensure children are protected while in their care. Risk assessments are excellent and are supported by rigorous daily checks to ensure that children remain safe and secure at all times. Regular analysis of accidents and incidents in the setting enables staff to quickly identify where improvements can be made that further support children's safety. As a result, safeguarding practice is excellent, and children are safe and secure. All regulatory documentation that supports children's welfare is in place, well maintained and regularly reviewed.

The staff provide a fully inclusive environment for the children and families in their care. The key-person system works exceptionally well to support all children, as positive and caring relationships have been established. Consequently, there is good communication with parents to ensure children are valued as individuals and their uniqueness is fully fostered. Information gathered from parents at their child's induction is used to promote individualised care and learning. Each child's religion and background is fully considered and the setting is adapted to accommodate all children. There are resources and activities that reflect diversity to enable children to understand and respect people's similarities and differences. The organisation of space and effective deployment of staff ensure that children are able to participate freely in all areas at their own level of understanding and development.

Partnerships with parents and carers are excellent. Families receive a great deal of support and encouragement to become involved in the pre-school and there is an excellent working partnership between staff and the committee. The standard of information staff provide for parents is of high quality. Staff ensure that parents have a thorough understanding of children's needs and that parents remain very well informed about every aspect of their child's day. Regular opportunities to discuss children's development ensure parents have a good understanding of their children's progress. Children who have specific learning and development needs particularly benefit from the strong working relationships with parents, which ensure consistency of care. Staff have extensive experience of liaising with external agencies, such as speech therapists and portage workers to ensure children receive the support they need.

Self-evaluation in the setting is excellent and is extremely well focused on achieving and sustaining high quality outcomes for children. All staff are involved in monitoring the effectiveness of the provision, and the views of parents and children are included. The self-evaluation process is ongoing, with team meetings being used very well to reflect on progress made, and to review action plans for

the future. Staff have identified that they wish to further promote outcomes by including a program to promote and protect the rights, respects and responsibilities of each child in the setting. This is underpinned by the fully inclusive practice which is an integral to the monitoring process.

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

Children make consistently excellent progress towards the early learning and development goals in all areas, relative to their individual starting points. This is because the staff team have developed extremely effective processes of planning that provide children with a wide variety of learning opportunities, and an excellent balance of adult-led and child-initiated experiences. Observations of children are excellent, they are evaluative and make clear links between children's engagement in activities and how this provides evidence of progress towards the early learning goals. These are used very well in identifying the next steps in each child's learning and development plan.

Children are confident and very independent within the setting. They self-register when they arrive and are encouraged to dress themselves in their coats and dressing-up clothes, and help themselves to activities. Children are eager and enthusiastic learners who are developing very good communication skills as they verbally negotiate turn taking or share experiences about their home lives with their friends. All children have free access to a range of print and writing materials within the environment which enables children to write or mark make for a purpose, and to understand that print carries meaning. For example, a child proudly shows his friend how he can write his name on the list in the 'shop area'. Children are extremely active in enhancing their own learning. For example, one child makes effective use of the varied and accessible craft resources to carefully create and wrap a present as part of an imaginary game for her friends.

Children learn about the wider community as they walk to the woods and play in the leaves, enjoying the opportunity to climb and balance on tree trunks and marvel at the natural world. They further increase their understanding as they learn about lifecycles and watch baby chicks hatch from eggs or plant and grow sunflower seeds or other produce, which they use at snack time. The settings commitment to sustainability is excellent. Children bake cakes at the setting which they sell to other users of the community centre where they are based. They gain valuable skills for the future, as staff support them to recognise currency and help them work out the change required during these transactions, promoting children's early awareness of number and quantity. The proceeds of their hard work have been used to purchase additional equipment to enhance and transform their literacy area, with the addition of new sofas and books.

Children's communication skills are developing extremely well through the consistent engagement the practitioners have with the children, as they listen and respond to them. All children have an excellent sense of belonging through the caring relationships that have been established. Children's behaviour is excellent.

They develop extremely good relationships with staff, demonstrating their emotional security in the ease with which they talk about their feelings, and go to them for a cuddle if distressed. Staff are extremely good at praising children and use a wide variety of methods to support children's understanding of right from wrong.

Children are developing very good, practical skills in the use of everyday technology. They are extremely confident using their computer and other programmable toys and equipment in the setting. Children's problem-solving, reasoning and numeracy skills are significantly enhanced in a broad range of practical contexts, for example as they count how many times they can score a goal when playing football with staff.

Children feel safe as the staff are vigilant at all times and are fully aware of their responsibilities towards the children. They learn about road safety and how to keep themselves safe through role play, and visits from the community such as police officers. They take part in the regular fire drills and learn how to manage equipment safely as staff teach children about how to stay safe as they use a small oven during their baking activities.

Children enjoy a clean and hygienic environment where very good practice protects them from the risk of illness and cross infection. Sickness procedures are shared with parents and implemented promptly should a child become unwell at the setting. Health promotion with children is very good. Children demonstrate an excellent understanding of how healthy foods such as fruit helps them to develop, as staff have introduced a five-a-day sticker scheme to promote healthy eating. They thoroughly enjoy the well balanced and varied snacks provided in the setting, for example, warm soup on cold days ensuring children do not become hungry during the day. Children have excellent access to the health benefits of fresh air and physical activity because good staffing levels ensure they are able to play outside whenever they wish. Through high quality interaction by practitioners and activities available, outcomes for children are excellent.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

