

Rillington Playgroup

Inspection report for early years provision

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Inspector	Carol-Anne Shaw

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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

Rillington Playgroup opened in 1973. The group is managed by a committee of parents and staff. It is situated in the village of Rillington near to the town of Malton. They have the use of two rooms in the village hall. Children attend from the village and the outlying rural areas. There is access to an enclosed outside area for the children.

The pre-school is registered on the Early Years Register to care for a maximum of 21 children at any one time, of these none may be under two years. There are currently 33 children aged from two years to under five years on roll, who attend for sessions of variable lengths. The group opens Monday to Wednesday 9am to 12pm and on Thursday and Friday 9am to 3pm. They are open term time only. The group supports children with learning difficulties and disabilities.

The group is also registered on the compulsory and voluntary Childcare Register. The group are not providing a service for children over five years of age.

There are four staff and one relief staff who work with the children. They all have relevant level 3 early years qualifications. The manager has Early Years Professional status. The playgroup is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's care and learning is given high priority. The staff demonstrate a good knowledge and understanding of how to meet individual needs, resulting in all children making good progress considering their starting points. Children are supported to access a wide variety of play-based experiences. The documentation is comprehensive and well organised to support the welfare and learning of the children. All children are very effectively included in all aspects of the provision. Successful partnerships with parents ensure that children's care and learning needs are well supported. The children freely access an enabling environment, both indoors and outdoors. The provision demonstrates an ongoing capacity to improve outcomes for all children through evaluation and reflection; they review and continue to build on the good outcomes in place with continuing development.

What steps need to be taken to improve provision further?

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

- provide children with opportunities to freely access the full range of outside resources and equipment to support their play
- ensure resources that promote children's understanding of diversity are easily accessible.

The effectiveness of leadership and management of the early years provision

The policies and procedures to support children's welfare are fully in place. These are implemented effectively by the staff. The vetting procedures for the staff who work with the children are robust and there are effective systems in place for all other adults linked to the provision, for example, the management committee have all been cleared. Children are safeguarded because the procedures are clear and the staff team demonstrates a clear understanding of their role in safeguarding children from abuse and neglect. The staff team regularly update their training in safeguarding issues. They are confident that they would promptly report any concerns or allegations in line with Local Safeguarding Children Board procedures. The provisions policy and procedure identifies relevant contact details.

Partnerships with parents and carers is positive and parents are very complimentary about the group. Notice boards, newsletters and the information booklet for parents are all very informative. The parent's open evening keeps parents well informed of how the group meets children's individual needs. The required documentation to support the safety and health of the children is comprehensive and kept updated. Parents are encouraged to share what they know about their child, before and during their child's time at the setting. The key person system is effective in supporting individual children's well-being. Children's learning journals are maintained. These show the good progress children are making in their learning and development. Parents are welcome to discuss these with staff at any time.

Resources overall are mainly well organised to support children's learning. The very effective indoor environment allows children free access to self-select from a wide range of resources and equipment. The outside resources are not as effectively organised for children to access the full range. Children have opportunities to learn about the diverse world, and the staff team ensure the provision is fully inclusive. However, children's access to resources such as posters and images that support children's understanding of diversity is not well promoted.

The manager and staff are confident in each others' abilities and there is good teamwork and communication to ensure the smooth running of the provision overall. There are opportunities to attend training and the support for staff development continues to enhance the quality of the provision. The manager and staff attend ongoing training to keep them informed of current childcare and learning issues. The staff team are well deployed throughout the day. There are effective systems in place to evaluate and monitor the provision; these are ongoing and reflect the work the group have completed to meet the requirements of the Early Years Foundation stage and target areas for further development.

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

The children are confident and happy in a secure environment in which there are many opportunities for their learning and development. The play activities offer new and interesting challenges across all areas of learning. The staff team are knowledgeable and caring. They join in with children's play to extend and promote children's individual development. Observation and assessment systems are completed; these are used to illustrate the progress children are making. They include the possible next steps for children's learning. The planning for the following week is linked to children's individual interests and level of attainment.

Children receive individual attention from staff that ensures their environment is safe for them to explore independently. They confidently initiate their own play and access the areas of continuous provision both indoors and outdoors.

Their independence is successfully promoted in most areas as they follow their own interests. Children make good progress within all the six areas of learning. The staff team are skilled at asking open-ended questions to encourage children to think and demonstrate what they know. The environment has a range of different texts and labels and the children learn to recognise their own names. They are eager to practice writing in a variety of ways. Opportunities for children to recognise number, shape, and colour are included in games and in their everyday play.

Good priority is given to ensure children's safety and security. There are robust systems in place and risk assessments identify hazards, and staff ensure all areas and equipment used by the children are safe. Children learn to keep themselves safe as they play, using the road safety signs to cross the 'pretend' road. Their health is well promoted within the group, and children learn to understand why personal hygiene is important. Children enjoy healthy snacks linking to the children's individual dietary needs. Children access drinks whenever they are thirsty.

Children's behaviour is very good and self-esteem is reinforced through lots of praise. Children benefit from walks in the local community to enhance their knowledge and understanding of the world around them. They are skilled at using the computer and use simple games to support their learning. The camera is used to record what they have done and their visits in the community; children enjoy talking about the outings and use the pictures to relate past experiences. The staff team are interested in what children do and say; all children are fully included in the many activities organised to provide a fun and stimulating learning experience.

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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Annex B: the Childcare Register

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