

Broome and Ditchingham Playgroup

Inspection report for early years provision

Unique reference number	253980
Inspection date	08/03/2011
Inspector	Jacqueline Mason

Setting address	Ditchingham Village Hall, Loddon Road, Ditchingham, Bungay, Suffolk, NR35 2RA
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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

Broome and Ditchingham Playgroup is run by a voluntary management committee made up of parents of children at the pre-school and members of the local community. It opened in 1974, operating in its present location since 1981 in two rooms in the Village Hall in Ditchingham, Norfolk.

The setting is registered on the Early Years Register and a maximum of 24 children may attend at any one time. There are currently 21 children on roll. Children come from the local and surrounding area. The setting is open from 9.15am to 12.15pm from Tuesday to Friday and from 12.10pm to 3.15pm on Wednesday. A lunch club operates on Wednesday from 12.10pm to 12.50pm. The setting is open during school term time only. All children share access to a secure enclosed outdoor play area.

The setting employs five members of staff. Of these, four 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. Resources are generally deployed well. Written policies and procedures are in place and there are effective arrangements to share these with parents. Partnerships with parents and others who provide care and learning for the children, are promoted well. There are effective strategies in place to monitor the strengths of the setting and its areas for development in order to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the use of outdoor spaces to encourage staff interaction and promote all areas of learning.

The effectiveness of leadership and management of the early years provision

Systems to safeguard children are well-implemented as staff have an up-to-date understanding of child protection issues. They attend regular training in safeguarding to ensure that they are able to recognise the signs and symptoms of abuse and know how to report concerns. All staff undergo an enhanced Criminal Records Bureau (CRB) Disclosure check and new committee members also

undergo these checks. This ensures that all those working with children, or having contact with them, are suitable to do so. Ongoing suitability is monitored through a yearly appraisal system. Risk assessments are carried out to ensure that children are able to play safely indoors and outside and the security of the premises is effective to prevent unauthorised access or children leaving unsupervised.

Written policies and procedures, necessary for the safe and efficient running of the setting are implemented in the setting and shared with parents to help them make fully-informed choices about their children's care and learning. An active committee, made up of the parents of children who attend the setting is in place. Staff are skilled in sharing children's achievements with parents and are sensitive but thorough when there are developmental concerns about a child. Parents are encouraged to be involved in their children's learning, for example, they are encouraged to help out at the setting on a rota basis and share what they know about their children to contribute to their developmental progress books. Partnerships with others who provide care and learning for the children are effective resulting in far-reaching outcomes to promote children's well-being and development.

Staff are motivated and have an enthusiasm about the setting that promotes it as an exciting place to be. They are committed to their own professional development and regularly attend relevant training courses to develop their knowledge and awareness of childcare and education. Good practice is reviewed through regular staff meetings and informal discussions that allows for any issues to be addressed. In addition, the staff team has identified areas for the development of the setting through carrying out a self-assessment process using the Ofsted self-evaluation form and also the local authority 'Towards Excellence' rating scheme. As a result, an action plan for development has been put in place to promote better outcomes for children.

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

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 staff are able to provide activities that take into account children's interests and provide excitement and stimulation. Activities are adapted to ensure that all children are able to participate at their own level. Planning, observation and assessment has recently been reviewed and major change has been made to the methods used. The introduction of new methodology means that the next steps in children's learning is now considered and is the major focus when planning adult-led activities. Staff are still getting used to the new way of working but early results show that it is highly successful, resulting in activities that are purposeful and have identified learning intentions. In addition, the recording of children's learning and development is being modified to make it more 'parent-friendly'. This includes the use of photographs and the reduction in the amount of written information. These are shared with parents and they are encouraged to contribute their views, helping them be involved in their children's learning.

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 that promote all areas of learning. A 'rolling-snack' programme is usually implemented, resulting in children being able to access their snack when they are hungry. Fresh drinking water is readily available at all times. Their good health is promoted further because staff encourage them to wash their hands before eating. Outdoor play is available to children at all times and they have freedom of movement between indoor and outdoor spaces. However, outdoor play is not organised effectively to enable children to experience all areas of learning in an outdoor environment. In addition, staff do not work directly with the children consistently when outdoors, working in a more supervisory capacity rather than 'hands-on'. Consequently, children's play and learning experiences when outdoors are not as effective as when they are inside.

Children are confident, feel safe 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 mostly play well together and are developing good relationships with each other, playing together and seeking out their friends when sitting together for whole group activities. Good behaviour and positive individual efforts are praised and children are developing an awareness of the need to share and take turns. Unwanted behaviour is managed sensitively by staff taking into account children's age and level of understanding. Consistent methods for managing individual children's behaviour results in them knowing behavioural barriers. Children are encouraged to develop positive attitudes towards others and staff promote the wider world, helping them to learn about their own customs and cultures as well as those of others.

Children's play is enhanced by staff who recognise opportunities to extend their learning, for example, by talking about shape when making pancakes and counting in play situations such as the number of small-world cars on the mat. Children enjoy looking at books with staff both individually and in groups. They join in enthusiastically at story-time, suggesting the next line of text in simple stories with repeated wording. 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.

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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