

CADWA Playgroup

Inspection report for early years provision

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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

The CADWA Playgroup is run by a voluntary committee and was registered in 1995. It operates from one large hall within the district community hall in Childwall, Liverpool. A second hall is available for use if required. The playgroup is accessible to all children and there is a fully enclosed outdoor play area.

The playgroup opens Monday to Friday during school term. Sessions are from 9am to 12 noon. Children are able to attend a variety of session. A maximum of 25 children may attend the playgroup at any one time. There are currently 16 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early years education for three and four year olds. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs three members of child care staff. All child care staff hold appropriate early years qualifications at Level 2 and Level 3. An administrator is also employed by the setting. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have good knowledge of the Early Years Foundation Stage and how to promote children's welfare, learning and development. Children play in a happy, welcoming and inclusive environment which provides opportunities to promote their confidence and independence. The staff work closely with parents to support them in meeting children's needs. The committee and staff team demonstrate a strong commitment to continually improve the quality of the provision. However, on the rare occasion the omission in meeting the first aid qualification requirement had not been identified.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 28/03/2011

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

- make effective use of observation and assessment systems to prioritise children's next steps their learning and development

- further develop systems for parents to contribute to the observation, assessment and planning process to increase involvement in their child's learning
- review the risk assessment for the outdoor environment to ensure it covers anything with which children may have contact.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of safeguarding procedures and their responsibilities in reporting concerns to protect children from harm. Staff training is updated regularly and the safeguarding procedures are reviewed annually to ensure effectiveness in practice. The recruitment procedures ensure all adults working with children are suitable for their role. The committee and staff complete a safeguarding audit to help monitor the implementation of requirements. However, this process has not identified the consequence of having only one staff member qualified in first aid. Resulting, on the rare occasion, in there not being a person on duty with a current paediatric first aid qualification as legally required. Risk assessments are carried out and documented. However, the assessment lacks detail regarding the outdoor play area as it does not consider all the children may come in contact with for their safety. Supervision of the children is good and staff are effectively deployed in the indoor and outside environments for children's well-being and enjoyment. Documentation is in place as legally required and stored securely.

Staff work very well together as a team and as a result the session runs smoothly, which helps the children feel at ease. The committee and staff are committed to the continual improvement of practice to promote better outcomes for children. Two members of staff, including the playgroup leader, have recently completed the Level 4 qualification in childcare. The recommendations from the previous inspection have been addressed. Although the recommendation regarding the first aid qualification had been addressed it continues to be an issue due to staff changes. The recommendation regarding children's learning and development has been met through staff embracing the Early Years Foundation Stage. The staff work hard to create a welcoming and child friendly environment within shared use accommodation. The playgroup has benefited from Local Authority funding to improve the outdoor facilities and the indoor equipment to further enhance children's play and learning experiences.

Staff are proactive in promoting equality and diversity. The children's uniqueness is respected as staff get to know them and their families very well. Building these relationships and the key person system contributes significantly in helping staff meet children's individual needs and to support their progress. Parents complete a profile on their child when they start, which provides information about their personalities and stage of development across the six areas of learning. This information is used to initially plan appropriately. The children's learning and development records are available to parents and they are kept informed about their child's progress. However, the current systems do not effectively encourage parents to contribute to their child's observation, assessment and planning

process. Parents comment that they are very happy with the overall quality of the provision. At the present time the Early Years Foundation Stage is not being delivered to the children by other providers, however the manager is aware of the need to work with others to support continuity and progression.

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

The children are settled, self-assured and fully absorbed in their activities. Consequently children are developing good levels of concentration. They are offered a broad range of activities and experiences covering the six areas of learning to support them in making good progress towards the early learning goals. Observation, assessment and planning procedures support individual children's development and learning. Staff track children's progress through the learning and development expectations. However, this system is not being used to effectively prioritise children's next steps in learning.

The children have good opportunities to follow their interests, to develop their ideas and practise skills. This is enhanced by the staff's effective and appropriate involvement to extend children's learning. For example, as they use blocks to construct a high tower staff promote counting, calculating and understanding of shape and space. The children are enthusiastic in play and become confident communicators. They eagerly share their ideas with staff and friends using language for thinking as they talk about their play plan. In water play the children talk about the imaginary journey the boats are going on and the need to fill the petrol tanks to power the engines. Another group of children place shells in the water. They notice the changes in the colours and the patterns of the shells when they are wet. Self-initiated the children use magnifying glasses to study the shells and talk enthusiastically to their friends about what they can see. Children learn to recognise their names. They complete the self-registration on arrival and select their own books when they choose to visit the writing station to make marks and develop their writing skills. Staff successfully nurture children's confidence to 'have a go' and try to complete task themselves, such as using scissors and dressing in their role play outfits. This develops a positive attitude towards learning.

The children show a real interest in books. Staff have created a comfortable and attractive book corner. Children either independently enjoy books or have stories read to them as a small or whole group. They are attentive during the story telling session and eagerly anticipate what is going to happen next. The playgroup has resources including programmable toys for children to acquire skills in operating information and communication technology. Communicating, literacy, numeracy and information and communication technology are promoted well, which contributes to children's future economic well-being.

In the large outdoor play area children use exuberant movements as they enjoy energetic play. There is space to run around and enjoy movement. A range of equipment is available to promote their physical development and co-ordination. The children's role play continues in the outdoor environment. They fill wheel barrows with fallen leaves and grass and talk to each other about putting compost

onto their plants. Children are learning about recycling and demonstrating their understanding of not wasting the earth's resources in their play.

The children's behaviour is good. Staff present themselves as positive role models and children respond to their calm and friendly approach. Children learn about sharing and taking turns through gentle re-inforcement from staff. Friendships are forming as the children show that they enjoy each others company. At the end of the session they happily help to tidy away their play materials taking responsibility for their setting. Snack time is a social occasion. Children sit together with staff and talk about events in their lives. Children learn to listen and give opportunity for others to talk. The provision of healthy snack foods and access to drinking water at all times contributes to children's understanding of healthy options.

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	3
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	3
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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