

# Hamdon Playgroup

Inspection report for early years provision

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**Unique reference number**

143133

**Inspection date**

09/03/2011

**Inspector**

Julie Neal

**Setting address**

Under the United Reformed Church, North Street, Stoke-sub-Hamdon, Somerset, TA14 6QP

**Telephone number**

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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**

The Hamdon Playgroup is run by a voluntary committee. It opened in 2000 and operates from the basement of the United Reform Church in Stoke Sub Hamdon, Somerset. There is a courtyard suitable for outdoor play.

The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to the end of the early years age range may attend at any one time. There are currently 19 children in this age group attending at different times. The setting receives early education funding for three- and four-year-old children. The setting is open Monday to Friday from 9.00am to 12.00 noon, with an optional lunch club running till 1.00pm. The setting opens during term time only.

There are five members of staff working regularly with children, all of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children's needs are met well overall. Children make good progress towards the early learning and development goals because the staff team use their knowledge of individual children very well to ensure each child is appropriately challenged. Children enjoy an inclusive environment where their individual needs are recognised and supported most effectively through the good partnerships developed with parents, and others involved in promoting each child's welfare. Self evaluation in the setting is used well to develop plans for the future that focus on promoting and sustaining good quality outcomes for children.

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

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

- develop records of learning and development to ensure consistency in recording 'what next' in all children's individual plans
- improve the organisation of documents that support children's welfare in order to demonstrate that requirements are being met, such as, keeping records of children's participation in emergency evacuation procedures in one place, and ensuring that staff are consistent in recording when they have reviewed risk assessments for local walks.

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

Leadership and management in the setting is effective in promoting an enthusiastic staff team who are secure in their knowledge and understanding of the requirements of the Early Years Foundation Stage. As a result, children are well safeguarded. It is the setting's policy that all staff undertake safeguarding training, and that they update their knowledge at intervals. As a result, staff have a good understanding of the appropriate action to take to protect children should they have safeguarding concerns. Employment procedures are robust and ensure that staff working with children are suitable to do so. The setting welcomes students on placement. There are rigorous procedures in place to ensure that students, and any volunteers in the setting, are aware of their roles and responsibilities. There are systems in place to ensure that children are kept safe and secure, and overall these are good. Risk assessments are conducted, and these are supported by thorough daily health and safety checks of the premises. Children enjoy frequent walks and outings into their local community. Staff are conscientious in ensuring that they check the route children will take, and the destination, prior to each excursion to ensure that all is safe. However, documentation does not reflect the good practice demonstrated because staff do not consistently record when they have reviewed a regular outing, such as walks through the village. Overall, documentation that supports children's welfare is in place and is appropriately maintained. However, there are some weaknesses in record-keeping and in the organisation of documents. For example, children take part in regular practice of the setting's emergency evacuation procedures, and it is noted in the register when these take place. However, staff are not consistent in ensuring the fire drill log is kept up-to-date.

Self evaluation is effective in enabling the setting to identify areas for improvement and to develop action plans for the future that support good quality outcomes for children. For example, a key focus at present is the development of a larger outdoor play area which will enhance and extend children's learning experiences. Staff have used their self-evaluations well in reviewing systems for monitoring children's progress and simplifying these. As a result, planning and observation is well focused on the individual child. Staff make good use of space and resources to provide a welcoming and child friendly environment. For example, toys and equipment are well organised to be accessible to children, who confidently help themselves as they play. Although the out door area currently available to children is small, staff make very good use of the space to provide additional learning opportunities for children.

Children benefit from an inclusive environment where their needs are recognised and met very well. Staff develop strong relationships with parents and carers, and with other professionals involved in supporting individual children. This results in very good systems of sharing information relating to each child and ensures that staff have a thorough understanding of any individual requirements. Parents and carers are made very welcome and they are encouraged to visit the setting with their children as frequently as they wish, so that they feel assured that their child

will be settled and happy when left.

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

Children's welfare, learning and development is promoted well overall. Staff implement daily health and safety procedures effectively to ensure children benefit from a safe, secure, and hygienic environment. Health promotion with children is good. Children enjoy well balanced and nutritious snacks, and activities and discussions are used effectively to promote their understanding of a healthy diet. For example, children choose pictures of different breakfast foods to stick onto plates and they talk to staff about which items are good for them and which are treats. Children learn that methods of cooking can make a difference as to whether food items remain healthy. For example, children know that potatoes are healthy foods most of the time, but when made into chips they are no longer good for them. Children learn well about aspects of personal safety. For example, they enjoy frequent walks around the village, learning very well about the community in which they live. Staff review safety procedures with children before each outing. While they are out, children demonstrate their good understanding by conducting themselves safely, for example, knowing that they must stay together and showing awareness of road safety.

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They use their good observations of children most effectively in planning learning experiences that focus on each child's individual development. As a result, children make good progress towards the early learning and development goals, relative to their starting points. Children enjoy a good balance of planned, adult led activities and spontaneous child initiated play. Children's ideas and interests are incorporated into planning and as a result they are keen and enthusiastic participants. For example, a child's interest in a spider resulted in children having a 'bug hunt' to identify as many mini-beasts as possible. This led to children creating their own pictures of spiders and insects to make a large and colourful display on the wall. Children's records of achievements are, overall, well maintained and provide a good overview of each child's progress towards the early learning goals. Staff are not consistent in recording the next steps in learning for all children. However, children who have specific learning and development requirements have individual plans that clearly state aims and objectives for each child and identify how these can be achieved.

Children are happy and confident learners. They demonstrate high levels of self-esteem in their interactions with staff, and with each other. Children are well behaved, they share and co-operate well. For example, a small group of children work well together as they use large waffle shapes to build a space rocket. They calculate how big it needs to be in order for four of them to be able to sit inside and 'fly to outer space'. They use their imaginations well, deciding that the rocket will become a 'transformer' and explain to staff how they will turn it into a giant robot. Children develop good mathematical problem solving skills because they

practice these in different contexts. For example, while out for a walk, children identify different numbers on doors and gates that they pass; occasionally staff ask them to pause and predict what number they will see next. Children playing with footballs show good physical co-ordination as they bounce the ball on their head, counting how many times they can do so before they drop it. Children are confident in the use of computers and everyday technology. They know how to select different programmes on the computer and use the mouse well, for example, dragging and dropping matching shapes. Children are developing awareness of the wider world. For example, they enjoy learning sign language and take pride in using their skills throughout the day; older children understand that some people rely on signing as a means of communication if they have problems with speech or hearing. Interesting activities such as adopting a donkey at a local sanctuary, and keeping giant snails in the setting, encourages children to learn about and respect other living creatures.

## 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

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### 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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## **Annex B: the Childcare Register**

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

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