

Badingham Play School

Inspection report for early years provision

Unique reference number	251404
Inspection date	09/03/2011
Inspector	ISP Inspection

Setting address	Low Street, Badingham, Woodbridge, Suffolk, IP13 8JS
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Telephone number	01728638776
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Email	
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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.

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

Badingham Play School is managed by a voluntary committee and opened in 1973. It operates from the village hall in the centre of the village and serves Badingham and the surrounding area. The play school uses the main hall and a smaller room for children under two and there is an enclosed outside play area. The premises are fully accessible.

A maximum of 31 children may attend the play school at any one time, all of whom may be on the Early Years Register. There are currently 23 children attending who are within the Early Years Foundation Stage. The play school provides funded early education for two, three and four-year-olds. The play school is open on Monday, Wednesday and Friday during school term times. Core sessions are from 9.15am until 2.45pm with additional hours from 8.30am until 3.30pm if requested. Children are able to attend for a variety of sessions. The play school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The play school supports children with special educational needs and/or disabilities.

The play school employs seven members of child care staff. Of these, all hold appropriate early years qualifications. The play school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development is fully supported by the staff, ensuring that their individual learning needs are met. Staff have clear aims and objectives for children's progress and review their planning for children's learning to ensure that positive outcomes for all who attend are maintained. Staff are fully supported in their training and development, to ensure continuous improvement can be maintained. Partnerships between staff, parents and other practitioners work well in most areas to ensure children continue make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- develop further the partnerships and exchange of information with other providers to ensure children's learning and development is fully supported.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding on the procedures to follow around safeguarding children to ensure children's welfare is well promoted. There are comprehensive risk assessments in place for all areas of the provision, both in and outside, to promote children's safety well. Staff complete a daily checklist before children arrive to ensure that they are safe and protected from any potential hazards. Fire evacuation drills are carried out on a monthly basis to ensure that children are developing a good understanding of how to remain safe in an emergency.

The play school have developed close relationships with parents and keep them fully informed about events, activities and themes that are happening within the settings through regular newsletters. Parents are invited to join the committee to help develop all policies and procedures so that they are fully aware of the play school's practices. Through the welcome pack, notice board and daily verbal feedback given when children are collected, staff ensure that parents are kept fully informed about the provision. Children's learning journey records are available to view at any time and parents are invited to come in to discuss their child's progress at the end of each term. Parents add a regular comment to their child's learning journey's to keep staff informed about their progress at home. The staff have established links with teachers from the local primary school, who visit the play school to meet children and help with their transitions when they start full-time education. The play school has links with other early years settings that children attend. However, there is no consistent approach to exchange information to ensure that children's learning and development is fully supported. Children undertake a range of activities to support their knowledge of the beliefs of others throughout the year. Children have access to a range of resources that reflect positive images on diversity to help develop their understanding on the cultures and beliefs of others.

Staff plan around children's individual interests on a weekly basis, this is evaluated and any areas to support children's ongoing development are clearly identified. Parents are provided with annual questionnaires to gain their feedback and for any ideas on further development to the play schools good practice. Areas for developments are included, discussed and reviewed at the regular committee meetings to support the play schools commitment in maintaining continued improvement. Staff undertake regular observations of children in the Early Years Foundation Stage. They record the activities they do and what they have achieved. The next step in their learning has been clearly identified and they are linked to the six areas of learning. This ensures that their ongoing progress and development is fully supported.

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

Staff ensure that children are well cared for and that their individual dietary and health needs are fully met, as children are provided with a range of healthy foods for snacks. The play school has in place clear policies and procedures to ensure that children's health and medical needs are fully supported. Children have access to physical play each day. They can access the outside play area and use large play equipment to promote their physical development well during the session. Children know that they need to wash their hands before eating and after using the toilet. This helps them to develop an understanding of good hygiene practices and how to keep themselves healthy. Children are taken on outings within the local community to develop their understanding of the world around them and their environment.

Children help at tidy up time, which encourages them to learn about being responsible and caring for resources and their environment. Children are learning to share and take turns with resources and activities. This helps them to develop an understanding of expected codes of behaviour. Children communicate well with each other and through effective questioning by staff, they are developing their thinking skills. All children have access to books. They are learning to handle them carefully and understand that the written word is meaningful. Children have opportunities to solve problems as they experiment with volume by filling and emptying containers during sand play. Children self-register on arrival through finding their own name card. This supports their early reading skills and develops their understanding of literacy. Some older children can recognise letters and are able to write their own names.

Children are developing good self care skills as they wash their hands before snack time and pour their own drinks. Children have opportunities to observe change as they mix flour and water together to make dough. They manipulate and roll out the dough to promote and develop their dexterity. Children draw and cut circles to make pancakes for their race. They hold pans with their 'pancakes' and run round an obstacle course. Children run round poles and crawl through tunnels. They thoroughly enjoy their 'pancake race' and have fun tossing them in the air. This promotes children's physical skills and their problem solving as they work out how to keep moving and hold on to their 'pancakes'.

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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