

Godinton Park Playgroup

Inspection report for early years provision

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Inspector	Cilla Mullane
Setting address	Godinton Village Hall, Loudon Way, Ashford, Kent, TN23 3JJ
Telephone number	01233 612703
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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

Godinton Park Playgroup opened in 1992, and is run by a committee. It operates from two rooms in a village community centre, in Ashford, Kent. Children have access to a secure outdoor area.

The playgroup is registered to care for a maximum of 30 children in the early years age range at any one time. There are currently 55 in the early years age range on roll. Children aged 3 and 4 years receive government funding. The playgroup is registered on the Early Years Register.

The playgroup is open on Mondays and Tuesdays from 9.00am to 12.00pm. It opens on Wednesdays, Thursdays and Fridays from 9.00am to 12.00pm for all the children, and then from 12.00pm to 1.30pm for a group of rising fives. It is open term-time only.

The playgroup supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The playgroup employs eight staff, seven of whom hold qualifications to at least level 2. They receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time within the setting, they receive positive and warm support from adults, and the environment is well set out and welcoming. Children's welfare is mostly well promoted: they are generally safe and learn about good hygiene, but requirements regarding risk assessments and safeguarding procedures are not fully met. Most children are happy and settled, and behave well. Although children make satisfactory progress in all areas of learning, systems to plan learning experiences tailored to individual children's needs are not yet fully effective. Parents are made welcome, and regularly chat about their child's progress and achievements.

Staff have recently evaluated the effectiveness of all aspects of the provision, have made a few improvements, have well-targeted plans for the future and have mostly addressed previous recommendations.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers everything with which a child may come in contact and clarify the

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record of risk assessments to show clearly how identified risks have been minimised

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

- make better use of systematic observations and assessments of children's achievements, interests and learning styles to plan challenging, relevant and motivating play experiences for each child, to ensure children make progress in all areas of learning, and to demonstrate how well they are progressing from their individual starting points
- ensure safeguarding procedures are in line with Local Safeguarding Children Board guidance and procedures, and that all staff are able to implement them appropriately
- share relevant information with all the settings that children attend, to promote effective continuity of care and progress in their learning
- help to prevent the spread of infection between children, by the provision of hygienic hand washing facilities
- support staffs? continuing professional development by carrying out regular appraisals to identify their training needs
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The playgroup is organised to a satisfactory standard. Staff have an adequate knowledge and understanding of safeguarding issues and procedures, in order to protect children from harm. However, the written procedure does not reflect their knowledge, or clearly inform parents. Staff and the committee are vetted, and appropriate record kept. Safe procedures, such as asking parents into the setting one at a time to collect their children, keep children safe. However, their record of the risk assessment does not show how everything with which a child may come in contact has been assessed, and does not show clearly how identified risks have been minimized. This is a breach of the Early Years Foundation Stage requirements.

The environment is thoughtfully set out to enable children to act independently. They access drinks, help to prepare their snacks, and can move around freely to select toys and activities.

Staff have recently evaluated all aspects of the setting, and made improvements which benefit the children. For example, children no longer sit around waiting for their snack, but can access food from the snack bar. Some plans are well targeted to drive improvement for example, inviting emergency services such as the police to visit and help children learn about their own safety. However, there is no clear plan with actions prioritised. There is no clear process to identify staff's training needs, so only a few relevant courses have been attended, for example, a member

of staff has attended a course for working with children with special educational needs and/or disabilities. They plan to introduce staff appraisals to identify their strengths, and address areas for development.

Parents are greeted warmly in the mornings, and exchange relevant information to enable staff to care for their children appropriately. They are happy with the friendliness of staff, and the coffee mornings when they are able to discuss their children's records of progress. They are able to convey important information in their children's communication books, and staff add to these if a significant event occurs. However, the exchange of information is usually done verbally. Policies and procedures are in the process of being updated so that parents receive relevant information regarding the running of the setting.

A newly trained coordinator for children with special educational needs and/or disabilities is establishing links with other professionals who work with the children, such as Portage workers. These children are included well in activities due to staffs' support and the use of appropriate equipment. Communication with other settings, such as nurseries, attended by the children is limited, and not very effective in ensuring continuity of care.

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

Children make generally satisfactory progress, because staff observe children, know their interests and abilities, and provide and adapt activities accordingly. However, observations of the children are not linked to the areas of learning, or used effectively to guide planning, and children's progress is not monitored. As a result, planning for individual children's development is inconsistent.

Children, including those with special needs, enjoy their play and learning. Opportunities for mark making are good, and children try to label their work with their names. As children have access to a computer, they are developing good information technology skills. Children are excited to join the creative table, sticking, cutting, and designing. They solve problems, working out how to use the hole punch, and count the holes.

Their social skills are developing. During group time older children are keen to join in, offering opinions on the weather and what they need to wear to go outside. Children show that they feel safe, most entering confidently, others who are less happy are reassured by staff. They are learning how to care for their own personal safety, for example, they demonstrate how to hold scissors safely, and discuss the meaning of the colours of traffic lights when playing on bikes outside. Children find their names on arrival, and post them into the letter box, showing a sense of belonging. Staffs' frequent praise helps children feel valued, but there are few displays of children's work to reinforce their sense of worth. Children show they are starting to understand the concept of sharing, reminding their friends 'you have to take in turns!'.

At group time adults remind children of the routine. They talk about appropriate hand washing, and children show that they know to wash their hands after using the toilet 'to get the germs off'. Children show that they understand their own personal care, and access tissues independently, wipe their noses, and find the bin. Children are confident to take themselves to the toilets independently. However, the wash basins fill with water, and so children sometimes share, encouraging the spread of infection. At snack time children have good opportunities to act independently, cutting mostly healthy food such as apple and cucumber, and pouring drinks. However the provision of less nutritious food such as white bread and jam gives children mixed messages about healthy diets.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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