

Sunnyside Community Playgroup

Inspection report for early years provision

Unique reference number	129394
Inspection date	15/03/2011
Inspector	Sheila Harrison
Setting address	Church Hall, Ivy House Lane, Berkhamsted, Hertfordshire, HP4 2PP
Telephone number	08456 442239
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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

Sunnyside Community Playgroup is managed by a committee of parents. It has been running for more than 25 years. It operates from one room and the foyer of a church hall in Berkhamsted. There is a small paved outdoor entrance area that children use for outdoor play. The group serves the local community.

The setting opens Tuesday, Wednesday and Friday during school term times. Sessions are from 9.15am until 12.15pm. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the setting at any one time. There are currently 28 children attending who are within the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at Level 2, two members of staff hold a Level 3 and one staff member holds a Level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress towards the early learning goals in this friendly and welcoming setting. Careful monitoring of children enables staff to tailor most learning experiences to suit their needs. Well-established partnerships with parents and effective links with outside agencies ensure children's welfare and learning are met. Staff members effectively carry out policies and procedures designed to protect children from harm and to support their well-being. Positive steps have been taken to improve practice and raise standards and the evaluation of the setting gives a realistic overview of the key areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems to continually assess all aspects of the provision
- review the routines, resources and information for staff to ensure that every child receives an enjoyable and challenging learning experience that is tailored to meet their individual needs with regard to ensuring children's play is supported and extended.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and regularly reviewed. Sound systems are in place for identifying children at risk and liaising with parents and the appropriate agencies helping to protect the children who attend. Recruitment, vetting and induction procedures ensure adults working with children are suitable to do so. Children's safety is assured through effective implementation of risk assessments and health, hygiene and safety policies. Implementation of pre-school policies and procedures ensure successful outcomes for children are promoted. Staff and managers are motivated to seek further improvement and are adequately focusing the setting's efforts on priorities. Suitable action has been taken by the provision bringing about sustained improvement for the children. Staff have a sound understanding of the Early Years Foundation Stage and are keen to improve their skills through training. Their contributions at team meetings are valued and they have begun to use the Ofsted's self-evaluation form to help guide their improvements. Staff are suitably deployed ensuring all children are fully supervised and ratios are maintained. However, at times during the day children are not purposefully engaged in their play and learning and staff are without full information on appropriate intervention to extend children's spontaneous play and thinking. The accommodation is adequate, although, there are restrictions on some resources to fully support children's learning and development.

Equality is promoted well within the setting and all children's individual needs are being met. Children are encouraged to feel valued and free from discrimination. Staff ensure that resources reflect the lives of the children attending. They obtain sets of glass frames to support children wearing glasses and help all children behave with respect to others. Children with English as an additional language are sensitively supported as parents provide words in their home language. Staff promptly identify a child's need for additional support sharing information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the help he or she needs. Partnerships with other providers of the Early Years Foundation Stage are well-established and make a strong contribution to children's achievement and well-being. Contact with local schools and pre-schools ensure information is appropriately shared.

The setting encourages parents to take an active part in the running of the organisation by taking a role on the management committee. They ask parents and carers for their views and the suggestions have resulted in improvements to the routine. Parents are well-informed about all aspects of their own child's achievement, well-being and development. Staff are always available to talk to the parents at the beginning and end of the session and parents can request to see their child's key worker and learning journey. Parents are invited to make comments in their child's learning journey. They give valuable information on their child's starting points and this enables staff to provide activities that quickly interest the children to aid the settling-in process. Regular newsletters and notices give information on the themes and activities that their children are engaged in at the setting and there is useful information about ways parents and carers can

support their children's learning at home. Parents are keen to comment positively on the friendly relationship of the staff and their children's progress at the setting.

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

Children are developing positive attitudes to learning. Staff plan activities linked to children's interest. They ensure children's favourite toys are available to enable them to settle and be involved quickly in their play. Staff assess children's learning well and the learning journeys show children's achievements. Next steps in learning are clearly identified for each child and inform the planning. Children are beginning to make choices as they choose whether they play with the bicycles or go for a walk for the routine outside play. Staff ensure each child is sufficiently stimulated through an adequate range of planned and child-initiated play activities. Children request the blackboard and large chalks. They are helped to become active and inquisitive learners with some tactile materials in the hall and sand play is provided outside in the better weather. Staff have placed the setting's name on the list for an allotment to improve the current provision. Children are beginning to share and play together as they enjoy using the setting's computer.

Children's understanding of the wider world is demonstrated through their play. They celebrate some of their festivals and those of their friends. They make cards and pictures and taste some foods. For example, children enjoyed bean sprouts and prawn crackers during the Chinese New Year celebrations. They make cards to take home for Valentine's Day. Children are helped to keep themselves safe as staff encourage them to adopt responsible practices, such as, tidying up and moving carefully around the premises. They are made aware of the dangers of getting their fingers caught in the hinges of the doors and place their hands on their heads when lining up. Children carefully use the steps outside the church on their walks. Children's health is well-promoted. There are secure procedures to prevent the spread of infection. They understand the reasons for washing their hands before food and after the toilet. They enjoy nutritious snacks and independently pour their drink.

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	2
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	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	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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