

# Layham Playgroup

Inspection report for early years provision

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**Unique reference number**

251554

**Inspection date**

28/02/2011

**Inspector**

Deborah Kerry

**Setting address**

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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

Layham Playgroup was registered in 1975 and operates from the village hall in Layham. It is managed by a voluntary management committee made up of parents of children at the playgroup. The children have access to a secure outdoor play area. The premises are fully accessible.

The playgroup is open from 9.15am to 12.15pm on Monday, Tuesday, Thursday and Friday mornings, during term time. Older children arrive at a later time of 9.30am and finish at 12.30pm. A lunch club is available on a Monday and a Thursday until 1.15pm. Children are able to attend for a variety of sessions. A maximum of 22 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. There are currently 18 children aged from two to five years on roll. The playgroup provides funded early education for three- and four-year-olds. The setting supports a number of children with special educational needs and/or disabilities. The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The playgroup currently employs four members of staff. Of these, all hold appropriate early years qualifications. The setting 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 in the Early Years Foundation Stage is fully supported by staff, who are well-qualified and experienced. The setting has excellent relationships with parents and seeks support and advice from other professionals; it is also in the process of developing links with other providers, involved with the children, to ensure that their individual needs can be met. The settings has established clear procedures for evaluating and monitoring their good practice and have identified areas for improvement, to benefit children's continued learning and development. The staff know children's individual needs well and undertake regular observations, however, these are not linked to the six areas of learning.

## 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 supported
- develop further the observations and the systems for monitoring children's progress to ensure that they are clearly linked to the six areas of learning.

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

Children's welfare is fully supported. Staff have undertaken training on safeguarding children and they are all fully aware of the necessary steps to take, should they have any concerns about the welfare of a child. The playgroup has clear policies and procedures in place for staff to follow, which includes having local contact numbers fully accessible. There are clear written risk assessments in place on all areas and equipment within the setting, to ensure that children are fully protected from any potential dangers. Staff undertake a written risk assessment before any outings to ensure that children remain safe when away from the setting.

Parents are kept fully informed about their child's learning and development through daily verbal feedback. Children's learning journey records are available for parents to view at any time. Parents regularly add comments about their child's interests and learning at home to their learning journeys. This ensures that they are fully involved with their child's learning. Parents are kept informed about the provision through the notice board in the entrance and regular newsletters. Parents help with fundraising, and join the committee to help to ensure that parents are fully involved with their children's learning. The playgroup holds regular 'stay and play' sessions and an open morning so that parents can come in to view their child's learning journey and talk to staff about their child's progress. The committee enables parents to support and voice their views regarding the running of the playgroup. The playgroup is developing links with other providers, children they care for attend, through participation at local authority network meetings. However, there are no clear systems in place to ensure that children's learning and development is fully supported between the early years settings. The playgroup has also established good links with the primary school; they attend transition meetings to help support children when they start school.

All staff hold appropriate qualifications in early years which effectively supports children's learning and development. All staff have undertaken Early Year Foundation Stage training and are involved with planning activities, each week, around the individual needs of their key children. The staff are fully supported by the committee in accessing further training for their continued professional development. This ensures that outcomes for children continue to remain positive and helps to extend staff's knowledge. All staff members are included in reviewing and evaluating the playgroup's practice. Areas for improvement have been identified to benefit children's learning and development and to further improve the staff's current good practice. The playgroup has in place a range of policies and procedures to support their good practice, which are reviewed annually to ensure they remain up-to-date. Parents are provided with questionnaires to gain their feedback on the playgroups practice and procedures. This knowledge is then used to make positive changes and to develop and improve staff practice further.

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

Children are provided with a variety of different foods for snacks which effectively promote their healthy development. Children can choose to help themselves to fruit and a drink on arrival. This allows them to make choices about what and when they eat, to meet their own needs. All children are supported in developing a good understanding around personal hygiene, as they all wash their hands or use antibacterial gel before eating. Children access the outside play area. This helps them develop a good understanding of how to keep themselves healthy through regular exercise and fresh air. There are raised beds for planting in the outside area, these help develop children's understanding of foods they can grow, and eat, to help promote healthy eating. Children enjoy watering the plants in their garden helping them to develop an understanding of their environment. Children are provided with a variety of different resources and equipment in the outside play area, which help to promote their physical development and progress their learning. Children learn about how to keep themselves safe through regular practices of the fire evacuation procedures.

Staff undertakes regular observations on children's individual interests and the next steps in their learning are clearly identified. Children's individual interests and learning needs are incorporated into the weekly plans to ensure that they are able to make progress in their learning. Plans show that activities are evaluated, to ensure that the learning outcomes have been achieved, and include areas for next steps, to support children's continued progress. However, the learning journey records do not link the observation, undertaken by staff, to the six areas of learning, to show that children are receiving a broad and balanced curriculum and support their all round learning. There is a range of resources in place to help children learn about diversity and the beliefs of others. Children also participate in a range of activities around different cultural festivals throughout the year. This helps them to develop a positive understanding on people's differences, other cultures and their beliefs. Through tasting different foods and by undertaking regular outings within the local community, children are helped to learn about the wider world and their local environment.

Children play with remote control toys, cameras and are able to replay their favourite songs on the CD player. This shows that children are confident with using technology and promotes their hand-eye coordination. Children are supported in their early reading skills and in developing an understanding of literacy. They self-register on arrival; they find their own name card and enjoy listening to stories read to them by staff. Staff sound the initial letter of children's names as they draw around soft letter shapes. This helps children to link sounds to letters to develop their early reading skills. Children confidently call out the colour and say what shapes staff hold up, helping children to develop their problem solving skills. Children enjoy dressing up and acting out scenarios which help to support their imagination, language and communication skills well. When building towers with bricks, children talk about big and little, as they learn to use mathematical language in an appropriate context. Children are provided with a range of tools

and resources to draw, colour and paint, to support their dexterity and develop their early writing skills.

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