

# Stanwix Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	317608
<b>Inspection date</b>	17/03/2011
<b>Inspector</b>	Carys Millican

<b>Setting address</b>	Playgroup and Out of School Hut, Church Road, Stanwix, Carlisle, Cumbria, CA3 9DJ
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**Email**

<b>Type of setting</b>	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**

Stanwix playgroup is run by a voluntary committee managed organisation. It opened on its present site in 1985 and operates from a purpose built-building opposite Stanwix Primary School in Stanwix, Carlisle. Children have access to the one main playroom with associated facilities, and secure enclosed outdoor play area.

A maximum of 20 children may attend the group at any one time, of these no more than 20 children may be in the early years age group. There are no children aged under two years. Currently there are 45 early years children on roll. The playgroup serves the immediate and extended urban communities. It operates during term time only. The sessions available are from 9am to 3pm including Lunch, 9am to 11.30am, 9am to 12.45pm, and 12.30pm to 3pm. The setting receives funding for the provision of free early years provision for children aged three- and four-years old. The setting supports a number of children with special educational needs and/or disabilities and a number of children with English as an additional language.

The setting employs seven members of staff, of whom six hold appropriate early years qualifications. The joint play leaders also hold a Level 5 Early Years Foundation Degree and are both working towards Early Years Professional Status. They group is a member of the Pre-School Learning Alliance and registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's care and welfare needs are well met and their early years education is well supported by highly qualified, enthusiastic and dedicated early years practitioners, therefore children make good progress in their learning. Systems to evaluate and improve practice are secure and result in a continually improving setting, however, two of the specific legal requirements of the Early Years Foundation Stage are not met. The staff team has a clear vision for the playgroup and generally create an inclusive environment where individuals are respected and valued and where space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play. Staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care and strong relationships with parents and others support this effectively.

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

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

- make sure effective systems are maintained to ensure that the registered person, and any person caring for or in regular contact with children, is suitable to do so (Suitable people) (also applies to both parts of the Childcare Register) 31/03/2011
- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 31/03/2011

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

- review the procedures for recording the risk assessment for each type of outing
- further develop resources to help children understand the similarities, difference and diversity of the world around them.

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

Children's safety and welfare is maintained in the setting. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. However, not all committee members who make up the registered person have completed suitability checks. This is a breach in the specific legal requirements of the Early Years Foundation Stage. A range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running of the setting. As a result children are kept safe and secure and their care and welfare needs are met. Daily safety sweeps are completed by staff before children arrive, therefore children are protected from the risk of potential hazards in their environment. Written risk assessments are also completed to minimise the likelihood of accidents occurring indoors and procedures to ensure children's safety outside, are in place. Not all outings children undertake have a detailed written risk assessment completed. However, the staff demonstrate a clear understanding of the safety procedures they complete while taking children on visits, for example, to the local shops. Highly trained designated staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Safe practices are in place to help protect children at all times. Regular fire evacuation practices are conducted to ensure children are evacuated quickly off the premises and visitors to the setting have their identity checked and they are supervised at all times. Daily registers are meticulously maintained to show the attendance of children and their key workers and procedures are implemented so that only named persons are allowed to collect children.

The staff members are highly qualified, dedicated and experienced early years practitioners, who work extremely well as a team. They have a clear vision for the future development and improvement of the setting and make continuous changes to their way of working and the environment to improve outcomes for children.

They have worked hard with the committee, parents and local authority to obtain a new building which is in the final stages of completion. Training is of a high quality. Staff training needs are continually addressed as part of the regular discussion held at staff appraisals and meetings which ensure their ongoing development is effectively supported. The staff are very confident about the strengths of the setting and acknowledge any areas for development. Staff and parents regularly contribute to the self-evaluation process through the use of questionnaires and at staff meetings. Staff also meet regularly with local authority advisers to review their everyday working practices to improve the outcomes for children.

The playgroup facilities are effectively organised to enable children to make choices and decisions in their play. The deployment of staff and resources is highly effective to support children's learning in most areas, however, resources and displays that help children to learn about similarities, difference and diversity are limited. Staff provide a warm and welcoming and inclusive environment for all the parents, carers, and children attending. A wealth of information is made available and creatively displayed on walls and notice boards.

Children benefit from the positive engagement with parents. The daily contact with the staff and the role of the key person all contribute to the effective sharing of information and continuity of care for all children. Regular newsletters and questionnaires keep parents fully informed and enable them to offer their comments on the setting. Parents express a high regard for the care and service the staff provide. They find the staff very friendly and approachable; they have a good understanding of how well their children are progressing and the programme of activities their children undertake. Parents praise the staff for supporting their children exceptionally well and note that their children are progressing well. They feel valued and respected and fully involved in their children's learning. Parents are provided with home link books and termly reports to show them how well their children are progressing and are given ideas on how they can continue to help with their children's learning at home. Parents share detailed personal information with staff when registering their children to ensure continuity of care, however, these records do not contain the details of who has legal contact and parental responsibility for the children which is a specific legal requirement of the Early Years Foundation Stage. The playgroup staff work very closely with the local school and other settings children also attend. This enables them to complement the learning taking place and to also enable a smooth transition for children into nursery or reception class.

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

Children settle effortlessly in this warm and welcoming atmosphere. They are happy and confident to leave their parents and carers to go straight to their favourite activity. Children are well supported by highly qualified practitioners, who have a good understanding of the Early Years Foundation Stage. The key person system provides children with effective support to achieve good outcomes,

therefore, children make good progress towards the early learning goals. The staff know their key children well and can explain at what stage of development they have achieved and what they are helping children to achieve next. Initial information regarding care and welfare needs, likes, dislikes, and interests are obtained from parents. Staff complete simple observations as children play and transfer these to more detailed observation sheets where the assessment of children's development and learning is clearly recorded. The next steps in children's learning and emerging interests are identified and linked to future planning. Staff closely monitor the children's development and identify where steps should be made to help and support children's learning. Children benefit from the excellent care, activities and play opportunities provided by staff who continuously support, challenge and reinforce their learning as they play. Several home made books are available in the quiet area, recalling past activities and visits in the local community. These are used to promote discussion, for example, about the community the children live in, visits from people who help us and the hatching of the chicks from eggs. Children access resources easily from moveable trolleys and containers which are at child height thus aiding independence, choice and decision making.

Children are well behaved. They develop excellent relationships with the staff and their peers and play harmoniously together in activities. Children learn life skills, such as, sharing and taking turns in games and when using resources. They patiently wait to use the remote control crane and competently use the controls to make it move around the room and pick up objects. Children use their imagination well as they play the pretend shoe shop. They match shoes together in the shoe boxes and measure feet to see if shoes fit their customers. Children enjoy dressing up in costume, for example as Snow White or builders. They wear builder's helmets and take on the character as they build with the interlocking bricks or play with the sand outside as they watch the builder dig the foundations for their new building. Children learn new words and problem solve in activities, for example, when completing jigsaws. They feel valued and show a sense of achievement, as the staff constantly praise them during activities. Children recognise their name on their name card and place it on the board when they have their snack and competently put on their coats while waiting to go home. Children listen and join in circle time activities. They listen to stories and sing songs after choosing an item from the music box. A good balance of child-initiated and adult-initiated activities are provided where staff skilfully extend children's learning to enable children to reach their full potential.

Children enjoy outdoor play and physical activities. They enjoy making marks with chalks on the walls outside and play with sand and small vehicles. Children's access to the outdoors is carefully supervised due to the limited space they have during the building work. However, children go for walks and have access to the local school playground when it is not used by the school children. Children's healthy living and lifestyle is promoted. Staff support children when required during hand washing routines and encourage them to keep the environment tidy. Children are provided with healthy nutritious fresh fruit snacks which they bring from home. They also benefit from the social occasion created at snack time where their independence and self-help skills are fully encouraged. Children pour their own drinks and help themselves to small bowls in which they place their fruit. They

can access fresh drinking water at all times and a rolling snack programme enables them to eat and drink when they choose to. Children learn how to keep themselves safe. They wear bright orange reflective jackets and become skilled in using the green cross code when crossing over the road to the school, to have their lunch.



## 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	3
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	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact) (also applies to the Voluntary part of the Childcare Register) 31/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact) 31/03/2011