

Barns Green Playgroup

Inspection report for early years provision

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Inspector

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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

Barns Green Playgroup has been established since 1978. It is managed by a voluntary committee and operates from the village hall in Barns Green, near Horsham, West Sussex. The playgroup serves the local rural area. Children have access to a large hall, toilets and a fully enclosed outside area.

The setting is registered on the Early Years Register for a maximum of 27 children between the ages of two and the end of the Early Years age group. The playgroup is open during term time only, from Monday to Friday, from 9:15am to 12:15pm. A lunch club operates every day when children may stay until 1:30pm. There are currently 32 children on roll. The setting receives funding for three and four year olds. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language

The provision employs a total of four permanent members of staff with a supply of regular bank staff within the pre-school. Of these, four staff including the supervisor hold appropriate early years qualifications with one member of staff working towards appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled within the group and are making good progress towards the early learning goals. Routines have developed to offer children more choices about their play as they become independent and curious learners where they are mostly encouraged to keep themselves safe. Excellent links with parents and others involved in children's care ensures children's individual needs are effectively met. All documentation is fully in place and contains most required details to effectively support the smooth running of the setting. Through systems of evaluation, contributions from children and parents and reflective practice from leaders and staff members, the playgroup shows the capacity to make continuous improvements to the outcomes for the children they care for.

What steps need to be taken to improve provision further?

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

- develop consistency in promoting children's understanding of danger and how to stay safe .

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures. All staff have undertaken child protection training and the supervisor acts as the designated person taking overall responsibility in this area. There are systems in place for the recruitment and vetting of new staff within the setting. Inductions are completed and the supervisor completes ongoing supervision of staff and appraisals where strengths, areas for development and training needs are identified. Staff assess the setting prior to the children's arrival for safety and formal risk assessments are completed regularly. The supervisor also completes additional risk assessments for outings away from the setting and individual assessments for the regular visitors to the group. All documentation to support the setting is in place, however although children's attendance is recorded their actual hours of attendance is not clear.

The supervisor leads the staff team and promotes continuous improvement within the setting. Reflection and evaluation is part of every day practice with action plans identified by the supervisor to implement improvements across the setting. The staff in the setting are responsive to change and act on feedback received, for example, adapting the routines of the session to promote a more child led environment. Parents contributions are considered and changes are implemented where appropriate, for example, the re-positioning of the self registration tree and using plates at lunchtime. Through their reflection in their work the staff team and supervisor show a strong commitment to continual improvement within the setting which will raise outcomes for children.

The staff set up the main hall prior to the children's arrival. They consider the areas of learning with the resources and equipment they provide. Children's art work and colourful posters used on room dividers make the setting look a vibrant and exciting setting to come into. The arrangements of storage units allow children to make additional choices about their play. Free flow arrangements to the enclosed outside area continues to offer children choices where staff continue to promote all areas of learning. The setting also makes good use of visitors to the setting to share their skills using technology or promoting physical development. The setting is conducive to learning, safe and stimulating.

Staff have a good knowledge of each child's background and needs. The staff work collaborative with all families. Those who have English as an additional language or where children have special educational needs are very well supported. Dedicated staff members work collaboratively with interagency teams to ensure that each child gets the support they need. All children are able to make progress given their own capabilities through the identification of next steps for each child. Through the monitoring systems recently established the supervisor is able to assess the progress made by different groups of children and is therefore able to take effective steps to close any identified achievement gaps.

The setting is highly committed to working in partnership with not only the parents but also many outside agencies and other settings children may attend who are

also delivering the Early Years Foundation Stage. Through the established channels of communication between all partners involved with individual children, staff implement effective strategies for individual children, which successfully promotes their learning, development and welfare. The highly positive relationships with all groups of parents enable them to be fully and actively involved in their child's time in the setting. Many parents comment on how successful their child's time in the setting has been; they too feel supported by the nursery with extensive general information available to them as well as tailored guidance on how they can support their child's learning. Parents are able to contribute towards their children's learning through the regular sharing of next steps. Therefore the highly positive relationships with all groups of parents and others, fully supports the individual needs of each child.

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

Children are happy and settled within the group. Most enter enthusiastically and separate from their parents with ease, some need a little support but soon settle and enjoy the session. They self register on arrival and find their space for any personal belongings. Most set about choosing where they would like to play with their choices extended after everyone's arrival to the outside area. There are some firm friendships within the group although most children play happily with everyone. Following evaluation of the session children are now able to make their choices about their play, when to visit the snack table and if to participate in adult led activities. Through child led play all staff join in and interact well with the children; most offer extension and challenge through open ended questions. The supervisor has implemented an effective evaluation system of the observations recorded on children to assess the achievements of individuals within the group. This allows her to monitor all children's progress and ensure there are no gaps in the children's learning. All key persons complete detailed chronological accounts of the children's time within the setting with clear next steps identified for all areas of learning. These are routinely shared with parents as they too, contribute towards their child's learning.

Children feel safe within the setting, they have strong relationships with staff and confidently ask for help or instruct staff members in their play. The children mostly play safely within the setting although some opportunities through the session are not utilised to encourage children to keep themselves safe. Children understand what constitutes a healthy lifestyle. They enjoy the fresh air and outside play and know to visit the snack area or water station when they become thirsty. Children are able to become involved in the preparation of snacks and staff use opportunities to talk about numbers and division as they cut fruit for others. The staff promote children taking some responsibilities, they independently wash their hands before snacks or after stroking a visiting pet rabbit. Additionally some children help prepare snacks, all children clear away their cups and plates and some are chosen to help wash up.

Most children display a strong sense of belonging. They move around the setting with direction and purpose making independent choices about their play. Behaviour is generally good throughout the session. Staff offer gentle reminders and the use of visual aids such as the sand timer helps children understand the need to share resources. Staff encourage children to be respectful of others and listen to each other allowing everyone to make a positive contribution to the group. Children are progressing well in their communication, numeracy and skills relating to information technology. The setting promotes IT skills throughout all sessions with touch screen computers and programmable resources. Additionally specialised support visits the setting weekly to offer further opportunities to develop children's skills in technology. Children enjoy individual and shared stories with staff members. Staff make these interactive encouraging children to find objects in the story or predict what might happen next. The book corner allows children to stay focused on their story whilst offering them an area that is rich in text to promote early reading skills. Children are also developing well in their mark making and emergent writing skills. Staff encourage this through a variety of resources inside and out. From painting wiggly worms on the fence to develop children's hand eye co-ordination to mark making and the encouragement of labelling work at the creative table. Therefore they are very well equipped with the skills they need in order to secure future learning.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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