

Coigne Playgroup

Inspection report for early years provision

Unique reference number	101566
Inspection date	04/04/2011
Inspector	Zahida Hatia

Setting address	Minchinhampton Youth Centre, Tobacconist Road, Minchinhampton, Stroud, Gloucestershire, GL6 9JJ
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Telephone number	
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Email	
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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.

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

Coigne Playgroup opened in 1996. It operates from three rooms in the youth club building in the village of Minchinhampton, Gloucestershire. A maximum of 24 children may attend at any one time. The playgroup is open each weekday from 9.00 am to 12.00 pm term time only. There is an enclosed area for outside play

There are currently 25 children on roll. Of these Children attend for a variety of sessions. The playgroup can support children with learning difficulties and children who speak English as an additional language. The playgroup employs five part-time staff. Of these, three hold an appropriate early years qualification and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a sound knowledge of children's individual needs and suitably promote their welfare. However, induction of new staff is not sufficiently robust to ensure that they all effectively promote the safety of children. Children have free access to a range of learning opportunities in an inclusive and welcoming environment. As a result, they are well engaged in all activities, which enables children to make sound progress in their learning. Staff have developed positive relationships with parents and information is obtained regarding children's care needs. Systems which enable the provision to identify strengths and weaknesses and develop improvements are not sufficiently effective. Although policies and procedures are mostly effective, risk assessment records do not fully meet legal requirements under the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- ensure risk assessment records identify aspects of the environment that need to be checked on a regular basis, clearly stating when it was carried out, by whom, the date of the next review and any action taken following a review or incident 06/05/2011
- take action as specified above in the early years section of the report (Welfare of the children being cared for) (Suitability and safety of premises and equipment) (Records to be kept) 06/05/2011

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

- improve induction procedures to ensure all staff have a secure understanding of what to do when carrying out fire evacuation
- improve the processes for observing and recording children's development and progress to ensure clear links with the early learning goals
- make full use of self-evaluation tools to further consider how best to maintain and make ongoing improvements.

The effectiveness of leadership and management of the early years provision

The playgroup has a welcoming atmosphere, with friendly and approachable staff who work well together as a team and are enthusiastic and motivated. Most staff have attended safeguarding training and have a suitable understanding of the procedures to follow if they have any concerns about a child's welfare. Sound recruitment and vetting procedures ensure all staff are safe and suitable to work with young children. Each member of staff's ongoing suitability is monitored through a mostly effective induction and appraisal scheme. However, not all newly employed staff have a secure understanding of what to do when carrying out fire evacuation. This may compromise children's safety. However, not all staff have a secure understanding of what to do when carrying out fire evacuation.

The rooms which the setting uses within the youth centre are secure and all visitors are required to sign the log book. Risk assessments are conducted on a regular basis and include most areas within the premises including the outdoor play area and outings. However, the play rooms and toileting areas are not included in these records. Also, the records do not identify when the risk assessment was carried, by whom, the date of the next review and any action taken following a review incident. This is a breach in legal requirements. Staff are suitably trained in first aid and they regularly update their training to help keep children safe.

Close relationships have been formed with parents. Parents are given 'Welcome' packs at the initial meeting before their child start the placement and are complimentary about the staff and the committee and they know that they can access their child's learning and development file at any time. Information about children's individual care needs is gathered from parents at the start and procedures to involve parents in children's continued learning at home are suitably in place. Staff ensure that parents are kept up-to-date regarding their child's day through daily verbal feedback. Links with other Early Years providers, where children attend more than one setting, are sufficiently established. This ensures a consistent approach to children's care, learning and development.

All staff have a positive attitude towards caring for children with special educational needs and/or disabilities and demonstrate a satisfactory understanding of how to promote inclusion for all children. For example, they operate an open door policy and share the equal opportunity policy with staff and parents. There are effective arrangements in place to identify and address children's specific needs. For example, those who speak English as an additional language are

supported to use their home language in their play and learning, and children's dietary needs are suitably managed. Children have a positive attitude towards the lifestyles of others as they learn about different cultures within their community. For example, the setting recently celebrated the Chinese New Year making pictures to take home. The setting demonstrates a sound capacity for improvement and has addressed the recommendations raised at the last inspection. For example, the staff have developed observations and assessments to regularly record children's next steps. Staff regularly teach children about good hygiene and how to prevent the spread of infection. The setting has begun to use the Ofsted self-evaluation system as a means of identifying strengths and weaknesses. However, the use of self-evaluation tools are not securely in place to support the staff in identifying how best to maintain and make further ongoing improvements.

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

Staff offer a warm welcome to children and parents. Children are valued and their individually celebrated and this is tailored to meet their specific needs. Satisfactory procedures are in place to establish and record the individual starting points and abilities of children when they start. Staff acknowledge the need to work alongside other professionals and agencies as necessary, to enable them to support children appropriately. Staff have a suitable understanding of the Early Years Foundation Stage and use it appropriately to shape and inform their practice. Observations and assessments are carried out by each key person regularly and children's next steps are clearly recorded. However, observations do not clearly link to the early learning goals. Staff are aware of children's interests and incorporate these into their planning, to engage them and build on their prior learning. They work well together as a team and are suitably deployed. Playrooms are sufficiently organised to create different areas of play such as role play, messy play and quiet areas. Child-friendly storage systems are in place to promote children's independence.

Children arrive confidently at the setting and engage happily with staff and their peers. Staff interact positively with the children as they spend time interacting with them in their play, showing interest in what they are saying and doing. Children's mathematical skills are promoted as they play matching picture games, complete puzzles and make different sizes of Easter eggs using a mix of shredded tissue paper and play dough. They comment to each other about the shape and size of the eggs they have made. Children are confident enough to approach staff and are eager to share their achievements. For example, they proudly show staff the creative activities such as cutting and sticking different textures of paper, card and glitter pom-poms they use to make pictures to take home. Older children explore and do simple experiments, such as, melting icing sugar with water to make runny icing to decorate Easter biscuits. Children's early literacy skills are taking shape as they attempt to draw the first letter of their name in paint, pen or crayon. Resources, equipment and displays around the room encourage and enable children to begin making marks and recognising numbers, colours and shapes. Children enjoy being creative as they help to make and manipulate the play dough. They use tools such as rolling pins and shape cutters and discuss the colours they

have made and the different shapes they create from the dough. Children enjoy listening and joining in with stories. They confidently name the colour of the animals and match objects in the room which are of the same colour.

Children instinctively hold hands when going out of the premises and when they return again. Children follow the daily routines implemented to reduce the risk of cross infection. They know when it is appropriate to wash their hands and the younger ones do this with gentle prompting and reminders from staff. Children behave well and staff act as good role models. Children ask to leave the table at lunch time and say please and thank you at appropriate times. Parents provide packed lunches which are stored appropriately. The setting offers children healthy snacks during the day. Staff and children sit together at lunch time; this is a sociable and excitable time for them. Children have regular opportunities for physical play both indoors and outdoors. A suitable variety of equipment is provided to promote and enhance their physical skills. Arrangements for the collection of children are sound. Children are only released to designated people. Staff supervise children closely and help to raise children's awareness of keeping safe, by giving simple explanations of boundaries and the use of gentle reminders when necessary. Staff talk to children about the hazards of running to the outdoor play area and remind them that it has recently rained and therefore they may slip over and hurt the selves.

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

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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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Annex B: the Childcare Register

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

Met

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

Met