

East Community Playgroup

Inspection report for early years provision

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| Unique reference number | 256760 |
| Inspection date | 28/03/2011 |
| Inspector | Emma Bright |

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| Setting address | East Community Complex, 68-72 Padholme Road, Peterborough, Cambs, PE1 5EN |
| Telephone number | 01733 553894 07950 104477 |
| Email | |
| 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

East Community Playgroup is a well established setting which opened in 1975. It is run by a voluntary management committee made up of parents whose children attend the setting. It operates from the hall in the East Community Centre, close to the central area of Peterborough. Opening times are 9am to 12pm each weekday during term time. All children have access to an enclosed outdoor play area.

A maximum of 24 children may attend the setting at any one time and there are currently 21 children on roll who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register. The setting currently supports a small number of children with special educational needs and/or disabilities and a significant number of children with English as an additional language.

The setting employs five members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a good range of activities and experiences which help them to make good progress in their learning and development. Resources are well deployed to ensure children's safety and to enable them to become active learners. A warm and welcoming environment is provided for children, where they are valued and acknowledged as individuals. Staff build positive relationships with parents and other carers to ensure the individual needs of children are effectively met. Effective monitoring and evaluation of the provision enable staff to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- provide additional opportunities for parents to become involved in their child's learning and development to further improve outcomes for children
- improve further the wording of the written consent to seek emergency medical treatment to ensure it is clear
- ensure that the daily record of children's hours of attendance is clear.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and induction arrangements ensure staff who work with children are suitable to do so. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and they attend child protection training, which they update to ensure their knowledge is secure. Clear

risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Most of the required documentation is in place for the safe running of the playgroup and underpins the good practice. Policies and procedures are implemented effectively by all staff and shared with parents. However, the daily record of attendance is not completed in full and the wording for emergency medical consent is not completely clear to ensure children's health and safety.

Staff have clear strategies in place to care for children with special educational needs and/or disabilities. The staff team work well together, presenting positive role models for children. The playgroup is well organised and staff are effectively deployed so children are safe and supervised at all times. Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement, which involves staff and parents. For example, parents' suggestions led to the introduction of breakfast being offered when children arrive. This further promotes healthy outcomes for children and ensures greater flexibility in the provision.

Staff work well in partnership with parents and carers and they demonstrate a good understanding of the benefits of working closely with parents. Clear information is gathered from parents about their child before they start so that staff know children's individual interests and needs, and this means they settle readily and feel secure. Parents are kept well informed about their child's progress and achievements and they have regular opportunities to share what they know about their child. Parents speak highly of the playgroup and staff, who are committed to ensuring that children receive a good quality early years experience. The playgroup has a positive attitude to liaising with other settings delivering the Early Years Foundation Stage and has made good links to other providers in the area.

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

Children enjoy playing and learning in the outdoor area and readily free-flow between indoors and outdoors. They carefully balance on the stepping stones and practice jumping off the log train. Good hygiene routines followed by the staff and children help to prevent cross-infection. All staff hold current first aid certificates, which means that they can respond appropriately if children have an accident whilst in their care. All children enjoy healthy snacks which they competently help to prepare. They carefully cut up fruit and cheese, which promotes their independence skills and confidence. Children understand how to keep safe as they explain that they 'put their hands on top of the knife' when cutting up cheese so they don't hurt themselves.

Staff have a good knowledge and understanding of the Early Years Foundation Stage; this enables them to offer a range of activities and practical experiences to support and extend each child's learning and development. Flexible planning is in place and is based on children's interests, which means staff can be responsive to their changing needs and interests. Staff carry out regular observations of the

children as they play and these are added to children's individual records to inform planning. Good information is gathered from parents about their child's achievements and is used to help identify the next steps in each child's learning. However, parents have fewer opportunities to be involved in their child's learning.

Children's behaviour is good as staff set clear boundaries and have high expectations for all children in the setting. Staff use positive language and actions to reinforce the rules of the setting. For example, children learn the benefits of sharing and staff gently remind them of the rules, which helps younger children to understand. As a result, children develop good relationships with one another and work harmoniously together. Children are relaxed and confident in the nurturing care of staff; they are confident and developing good self-esteem as staff are attentive and value their contributions. Children enjoy a wide range of creative activities, such as, drawing, painting and junk modelling. They eagerly participate in role play, pretending to be doctors or making dinner in the home corner.

Children have lots of opportunities to write for purpose; some write their name on their work and younger children confidently make a mark to indicate their own name. They make marks on envelopes, write notes in the diary or dictate captions for staff to write with their pictures, which further enhance a word-rich environment. Children can see and hear their home language in the playgroup and all children enjoy looking at books, including dual language books. Children learn about nature and how to care for living things; they plant flowers and explain that 'water helps them grow up'. They enjoy making wooden bug boxes using a range of tools and they learn that putting the box near flowers encourages the bugs to use the box. These simple activities lay firm foundations for children's 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

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| 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

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| 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 | 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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| 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

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| 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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