

Sedbergh Playgroup

Inspection report for early years provision

Unique reference number 317591
Inspection date 30/03/2011
Inspector Eileen Rigby

Setting address Spooner Room, Settlebeck High School, Longlane,
Sedbergh, Cumbria, LA10 5AL
Telephone number 07855 609 524
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*.

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

Sedbergh Playgroup is run by a committee and was registered in 2001. Since August 2010 it has operated from a new building in the grounds of Settleback High School in Sedbergh, Cumbria. The building is shared with the adjoining Children's Centre and serves the local and surrounding communities. It has its own secure entrance door and fully enclosed play area. A maximum of 16 children aged from two to under eight years may attend the setting at any one time. The setting opens Monday, Tuesday, Wednesday and Friday during September to December and Monday to Friday from January to July during term time only. Sessions are from 8.50am until 11.50am. Children are able to attend variable sessions.

There are currently 21 children on roll who are all within the early years age range. The setting is in receipt of funding for early education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the manager, who work directly with the children. Of these, one holds Qualified Teacher Status, one holds an National Vocational Qualification (NVQ) at level 3 in early years, and one is currently working towards an NVQ at level 2. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this stimulating, pleasant and inclusive environment where their individual development needs are met and interests considered. They make good progress in their learning and development. They enjoy a varied and interesting range of activities, which cover most aspects of learning well and enable them to make choices, become independent and have fun. Staff have developed and value warm and caring relationships with children and families. The setting demonstrates a good capacity to improve because staff work successfully as a team to evaluate and improve practice and are aware of their strengths and areas for development for the future.

What steps need to be taken to improve provision further?

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

- extend the use of assessment in the cycle of planning and review to ensure clear identification of how activities will promote individual children's progress towards the early learning goals
- extend opportunities for children to explore and investigate how and why things work using existing resources.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding procedures. They know what to record and who to report to, should they have any concerns for children in their care. Policies and procedures are regularly reviewed and reflect current Local Safeguarding Children Board guidelines. Comprehensive risk assessments for outings are completed alongside daily risk assessments for planned activities, which ensure children's safety and well-being. A clear emergency evacuation procedure is displayed and regularly practised to ensure that all children are aware of what to do should an emergency arise. Robust systems of recruitment, interview and induction ensure that all staff are suitable to work with children.

Staff are well deployed, work effectively as a team, meet regularly and operate an effective key person system. They display sensitive interactions with children, are caring and understanding and are good role models. The setting promotes equality and diversity through a good range of resources depicting positive images of a multi-cultural society and a variety of engaging activities. For example, regular outings and the celebration of festivals foster children's understanding of the wider community.

Effective partnerships with other settings, schools and local services have a positive impact on children's transitions and understanding of their local area. A successful, ongoing partnership with a local authority advisor has established a good process of self-evaluation that has impacted positively on the settings commitment to evaluating and improving current practice. As a result, staff demonstrate a clear awareness of the setting's strengths and areas for development and are committed to changes that will benefit the children who attend. Trusting and friendly relationships with parents and carers have been firmly established. This allows an informal exchange of information, which effectively supports children's inclusion and individual care, learning and development needs. Regular questionnaires offer parent and carers the opportunity to comment on the provision, which the leader carefully evaluates and acts upon.

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

Children are happy, confident and are becoming good communicators and listeners as they enjoy a wide range of books and stories. They confidently choose from a variety of activities and are developing their creative skills as they paint colourful pictures and build balancing beams from construction equipment. Children's records show their good progression from their starting point towards the early learning goals. Detailed individual observations undertaken by staff evaluate children's next steps in learning. However, although activities are relevant and enjoyable, the use of these assessments in the cycle of planning and review, to ensure clear identification for all staff of how activities will promote individual

children's progress towards the early learning goals is less well developed. The setting is clean, bright and welcoming with good quality furniture, resources and toys which are stored at a low-level and accessible to all children. However, opportunities for children to explore and investigate how and why things work using existing resources are not always maximised. A system of continuous provision provides learning opportunities across the six areas of learning reflecting children's interests and abilities.

A free-flow system between the indoor and outside areas fosters children's independence and encourages physical activities, such as climbing and manoeuvring wheeled toys around obstacles. Sand and water play allows children to use small tools and develop good hand-eye coordination. The environment is rich in resources, which enhance children's knowledge and development of number and problem solving. For example, children are encouraged to count and are able to access a computer and programmable toys. Snack time is a social occasion where staff and children sit together and enjoy a good selection of fruit, vegetables, water or milk. They confidently engage in conversation with each other and discuss recent experiences, talking openly and clearly. Staff ask open ended and relevant questions to help develop children's communication skills. Children are regularly reminded of the benefits of adopting standards of good personal hygiene, healthy eating and exercise. Such skills ensure they are well prepared for their future success.

Staff have a consistent approach to managing behaviour and are good role models towards each other and the children. Clear boundaries are in place within the setting and children respond very well to requests made of them and have a positive approach to managing their own behaviour. Children are considerate to each other and are beginning to take turns and share independently. Praise and encouragement is given to all children and their work is valued and displayed to give them a sense of achievement. Staff sensitively and discreetly support children to develop their own ideas whilst allowing children to use thinking and problem solving 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

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	2
The effectiveness of the setting's engagement with parents and carers	2

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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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