

# Rattlesden Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Deborah Kerry

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<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*.

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## **Description of the setting**

Rattlesden Playgroup was established in 1969 and was registered in 1991. The playgroup is a registered charity managed by a voluntary management committee, made up of parents of children at the playgroup. It operates from the village hall in the centre of Rattlesden and serves the local area. All children share access to a secure enclosed outdoor play area. The premises are fully accessible.

A maximum of 21 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. The playgroup opens three days a week during school term times. Sessions are from 9.15am until 12.15pm on Monday, Tuesday and Friday. With an afternoon session on Monday and Tuesday from 12.15 until 3.15pm and a lunch club on Fridays from 12.15 until 1.15pm. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register. There are currently 21 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early education for two, three and four year olds. It supports children with special educational needs and/or disabilities.

The playgroup employs three members of staff. Of these, all hold appropriate early years qualifications and one is a Qualified Teacher. The playgroup receives support from the local authority.

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

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is fully supported by staff, who are well-qualified and experienced. The staff know children's individual needs well and undertake regular observations, with the next steps in their learning clearly identified. This is then included in the weekly plans to support children's ongoing learning. The staff have developed good relationships with parents in most areas. They seek support and advice from other professionals and settings involved with the children to ensure that their individual needs can be met. The setting has established clear procedures for evaluating and monitoring their good practice; areas for improvement, to benefit children's continued learning and development, have been identified. Documentation is reviewed and up dated and most procedures are in place to promote children's safety.

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

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records

- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

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

There are clear procedures in place for staff to follow regarding safeguarding children, to ensure that their welfare is fully promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare is supported well. Risk assessments ensure that all areas are safe for children to access. The daily check list for setting up ensures that safety is maintained and monitored and children's safety and welfare is promoted. Procedures for emergency evacuation are in place. However, these are not practised on a regular basis to ensure that children develop a good understanding on keeping themselves safe.

Parents are kept fully informed about their child's learning and development through daily verbal feedback. Children's learning journey records are available for parents to view at any time. However, parents do not add comments about their child's interests and learning at home to ensure that they are fully involved with their child's learning. Parents are kept informed about the provision through the notice board, which displays information about the playgroup. Parents help with fundraising and can join the management committee. This ensures that parents are fully involved with their children's learning. The playgroup holds open days so that parents can come in to view their child's learning journey and talk to staff about their child's progress. The management committee enables parents to support and input their views regarding the running of the playgroup. The playgroup has established good links with other providers within the local area that children attend. Children have a link book to record any changes and achievements between the two settings. The playgroup has also established good links with the primary school, with some children collected after a morning session. The playgroup regularly visits with children, to help them get used to school in readiness for their transition.

All staff hold appropriate qualifications in early years, to support children's learning and development. They have undertaken Early Year Foundation Stage training and are involved with planning activities each week, around the individual needs of their key children. The management committee fully supports the staff with further training for their continued professional development. This ensures that outcomes for children continue to remain positive and help to extend staff's knowledge. All staff members are included in reviewing and evaluating the playgroup's practice through regular staff meetings. Areas for improvement have been identified to benefit children's learning and development, and to further improve the staffs current good practice. The playgroup has a range of policies and procedures in place, to support their good practice, which are regularly reviewed.

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

Children are provided with a variety of different foods for snacks to promote their healthy development. For example, they have a variety of fresh fruit with milk or water to drink. Children's independence is promoted as they can select their own food, pour their own drinks and clear away their own plates. This allows children to make choices about what they eat, to meet their own needs. All children are supported in developing a good understanding around personal hygiene, as they all know that they need to wash their hands before eating. Children are provided with a range of large play equipment inside, to help them develop a good understanding on how to keep themselves healthy, through regular physical activity. For example, they throw bean bags, use a balance beam and crawl through tunnels. Staff take children on regular walks within the local area. They access the outside play area to develop their understanding on the outside world, their community and the environment.

Children are learning expected codes of behaviour, as they display good manners to each other and staff during the sessions. They all help to tidy away resources at the end of a session. This helps children to learn respect for their environment and how to care for their resources. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and give them instructions to follow. This promotes children's thinking skills and develops their understanding around communication. Children have opportunities and free access to resources to paint, colour and draw. Some children can recognise the letters in their names and some are able to write their own names. Children choose bean bags by colour and count how many they each have. They take turns to throw them into a bucket. This promotes children's physical development and understanding on numeracy. Children use play dough to create shapes using tools that helps to support their hand and eye co-ordination. Children are provided with resources that show positive images of the wider world. They participate in activities based, on the beliefs of others, through celebrating different cultural festivals during the year. There is lots of interaction between the staff and children to develop their vocabulary and speech. They enjoy listening to, and joining in, with songs and action rhymes, which helps to develop their language and physical skills.

All staff have a good knowledge of the Early Years Foundation Stage and work together, to plan a range of activities around children's interests, to support their progress. They undertake regular observations on children to identify their interests, and the next step in their development, which are included in the weekly plans. There is mix of adult and child-initiated activities during the session to promote children's individual interests and learning. Children's records show what they can do, have achieved, are clearly linked to the six areas of learning and show how children are making good progress in their development.

## 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	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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### 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	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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