

Tydd St Mary Playgroup

Inspection report for early years provision

Unique reference number	253630
Inspection date	07/04/2011
Inspector	Andrew Clark

Setting address	Trafford Room, Common Way, Tydd St Mary, Lincolnshire, PE13 5QY
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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

Tydd St Mary Playgroup was registered in 1995 and is run by a committee. The playgroup operates from a room in the old village school building in Tydd St Mary, Lincolnshire. Children have access to a secure, enclosed outside area.

The setting supports children with special educational needs and/or disabilities. A maximum of 18 children aged under five years may attend the playgroup at any one time. The setting currently takes children from two to five years of age. There are currently 21 children on roll, all of whom are in the early years age group. The playgroup receives funding for early years education. It is open Monday to Friday from 9.15am and 12.15pm, term time only. It is registered by Ofsted on the Early Years Register.

There are three members of staff who work regularly with the children. One member of staff holds a qualification at level 4 in early years, one holds a qualification at level 3 and one holds a qualification at level 2. The playgroup has access to further trained staff as required. It receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Tydd St Mary Playgroup is fully inclusive and everyone, including those with special educational needs and/or disabilities, makes good progress in their learning and development. Children enjoy a wide range of exciting learning opportunities, which meet their needs well. Parents and carers hold the playgroup in high regard. A committed and experienced leader ensures staff are well motivated and outcomes for children are good overall. The playgroup engages in thorough self-evaluation and as a result, it has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to further develop their ability to take responsibility and make decisions
- improve further the layout of the outdoor area so that it promotes a language rich environment to enhance children's communication and literacy skills.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. The playgroup has robust recruitment and vetting procedures in

place to ensure the suitability of all adults. Staff training for all aspects of protecting children's well-being is regularly evaluated and updated so staff's knowledge and understanding of their roles is good. The playgroup has robust and accessible policies and procedures to monitor children's safety at all times. These are effectively shared with staff, parents and carers. There are good procedures for the administration of medication, recording accidents and injuries and for fire practises. Risk assessments are regularly conducted and recorded, so that the environment is maintained well for all children. Records are well maintained and securely stored.

The manager sets a clear direction and staff's high expectations are evident throughout the playgroup's work. Staff are thoughtful and ambitious for the playgroup. The efficient organisation contributes well to the children's welfare and the progress they make. Self-evaluation is accurate and increasingly well informed by the views of staff, parents, carers and children. Staff are well trained and effective in identifying any barriers to children's success, such as speech and language difficulties, and drawing on their own skills and those of specialist support agencies to overcome them. As a result, children with special educational needs and/or disabilities are fully supported and included in all activities.

There is a good partnership with parents and carers and they are enthusiastic about the care and support the playgroup provides for their children. They receive regular information on their children's progress and ways in which they can support their learning at home. They are particularly pleased with the friendliness and approachability of all staff and the impact the playgroup has on their children's personal and social development. Several parents and carers travel some distances from other villages to benefit from all the playgroup offers. There are good partnerships with other settings, the local authority and the neighbouring school which contributes to the playgroup's good quality resources, policies and procedures for promoting children's welfare.

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

Children are happy and engaged from the moment they enter the playgroup. Staff make regular observations of children's achievements which they share with parents and carers. This information is used well to plan for children's next steps in their learning. Children are independent and quickly develop largely good levels of self-awareness. They are confident and eager to achieve and their positive contribution is good. Staff make good use of attractive resources, including information and communication technology, to promote learning and to engage children in problem-solving. Overall, children's development of future skills is good. For instance, they work collaboratively on large construction activities outdoors. However, a few opportunities are missed to promote children's sense of responsibility and decision-making further by, for example, increasing their involvement in planning snacks and in tidying away after their activities have ended.

The development of children's healthy lifestyles is good. Staff are well informed and trained in food hygiene and children are encouraged to wash their hands before eating through songs and rhymes. Water is constantly available and there is a good range of healthy food accessible to children. The playgroup has significantly improved the outdoor provision since it was last inspected. There are good opportunities for children to climb, roll, run, jump and dance, and these activities significantly contribute to their physical development. The playgroup encourages children to have a sense of adventure and children move freely between challenging activities indoors and out. They plant and nurture a good range of vegetables in the garden which they harvest, cook and eat once grown.

Children feel safe and learn to express their feelings well through stories and games. They understand how to behave safely in different situations because of the wide range of journeys and visits the playgroup takes them on. They are inquisitive and enjoy exploring the world around them in their sensory den, investigation table and garden. Children's literacy and numeracy skills are promoted well through songs, puzzles and role play, such as the exciting space topic. Adults participate well in children's role play to increase their understanding. However, the staff recognise the need to further develop the outdoors to provide a language rich environment to more closely reflect that indoors. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. There are attractive and well planned spaces for children to relax and pursue quiet activities. As a result of the good quality of provision and positive relationships, the needs of children of all abilities are met well.

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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