

Dogsthorpe Community Playgroup

Inspection report for early years provision

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Inspector

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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

Dogsthorpe Community Playgroup opened in 1972. It is managed by a committee of the community centre from which it operates in Dogsthorpe, Peterborough. The playgroup is open five days a week during school term times. Sessions are from 9am to 12pm on Mondays and Tuesdays, and 9am to 3pm on Wednesdays, Thursdays and Fridays. All children have access to an enclosed outdoor play area.

A maximum of 26 children may attend the playgroup at any one time and there are currently 43 children on roll who are within the Early Years Foundation Stage. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The playgroup currently supports a small number of children who have English as an additional language.

The playgroup employs four staff, two of whom hold appropriate early years qualifications and two who are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met. The environment generally promotes children's welfare; however a lack of security means there is one breach of regulation. Most of the required documentation is in place to promote children's health and safety. Staff form positive relationships with parents and other carers. Systems to monitor and evaluate the provision are evolving.

What steps need to be taken to improve provision further?

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

- ensure that the outdoor area is secure (Safeguarding and promoting children's welfare). 15/04/2011

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

- develop staffs' knowledge of the learning and development requirements so that they can confidently support and extend each child's learning in a range of practical and meaningful activities
- develop behaviour management strategies so that children's behaviour can be managed effectively and in a manner appropriate for their particular individual needs
- ensure staffing arrangements are organised so that staff can engage with children and effectively support their learning

- improve the risk assessment to ensure it covers anything with which a child may come into contact and keep a record of these checks
- maximise the use of the environment to support children's learning so that they confidently explore and make choices about their play in challenging indoor and outdoor spaces.

The effectiveness of leadership and management of the early years provision

Robust recruitment arrangements are in place to ensure Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Adults demonstrate a sound knowledge and understanding of safeguarding children procedures and help children to understand how to keep themselves safe. For example, they practise the fire drill regularly so that they know what to do in an emergency. Most of the required documentation, such as, a written risk assessment, is in place for the safe running of the setting. However, potential hazards that have been identified are not checked on a daily basis to ensure children's safety. Although the main entrance is kept locked during the session, the gate in the garden which leads to a public area is not secure and this affects children's ability to feel completely safe. However, staff are adequately deployed so children are safe and supervised.

Staff work in partnership with parents and carers to ensure children's individual needs are met. Suitable information is provided to parents about the setting and sound systems are in place for staff to help children settle in. For example, staff carry out home visits in order to find out about children's needs before they start at the playgroup. Staff offer daily verbal updates to ensure parents are informed about their child's care and progress. Appropriate systems are in place to support children with special educational needs and/or disabilities.

Systems are in place to monitor and evaluate the early years provision and this is an evolving process. Recommendations from the previous inspection have been addressed and this demonstrates a commitment to maintaining continuous improvement. Staff are adequately deployed to ensure children are safe and supervised. However, they are not always deployed effectively to support children's learning in a range of practical, meaningful activities. Staff demonstrate a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and are developing links with them in order to support children's learning.

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

Children enjoy a sound range of activities and this enables them to make satisfactory progress across the areas of learning and development. Although staff understand about delivering the learning and development requirements in the Early Years Foundation Stage, they are not confident in their knowledge to enable them to support and extend each child's learning in all areas. A system for planning and assessment is in place; children's achievement records are used to

inform individual planning and the process for identifying the next steps in children's learning is evolving.

Children are able to make some choices about what they do, however staff do not always make full use of resources and the learning environment to effectively support children's learning both indoors and outdoors. Snack time is offered on a 'rolling' basis so that children can choose when they want to eat; this allows them to continue their activities uninterrupted. Staff have warm and caring relationships with children; however, children have limited challenging experiences and this affects their behaviour and their disposition to learn. Children have some opportunities to explore their imagination in role play and they enjoy some creative activities.

Children are generally confident communicators and they enjoy telling others about themselves. They have opportunities to select books and enjoy listening to stories in the book corner. Children make marks and give meaning to them explaining 'this is mummy, daddy and doggy' and they make notes and draw pictures on envelopes. Children develop their small muscle skills as they use a range of tools, such as, pencil sharpeners and scissors and they use knives to cut their fruit for snack. These simple activities satisfactorily lay the foundations to begin to support children's future learning.

Children are beginning to learn about the importance of a healthy diet, and they are provided with a range of suitable snacks. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. Children enjoy opportunities to play outside and they access the outdoor area throughout the session. They ride around on tricycles and practise their ball skills as they throw and catch the ball with growing confidence.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that no one can enter the premises without the knowledge of a person who is caring for the children on the premises (Suitability and safety of the premises and equipment). 15/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability and safety of the premises and equipment). 15/04/2011