

# The Park Playgroup

Inspection report for early years provision

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**Unique reference number** 206160  
**Inspection date** 06/02/2011  
**Inspector** Patricia Bowler

**Setting address** Chaddesden Memorial Hall, Chaddesden Lane,  
Chaddesden, Derby, Derbyshire, DE21 6LN  
**Telephone number** 01332 675980  
**Email** park.playgroup@gmail.com  
**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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## **Description of the setting**

The Park Playgroup opened in 1999. It operates from two rooms and associated facilities in the Memorial Hall in Chaddesden, Derbyshire. The playgroup operates each weekday from 9.15am until 12.15pm, with a further option for arrival at 9.45am. The playgroup operates during term-time only.

The playgroup is registered on the Early Years Register to provide care for a maximum of 24 children at any one time. There are currently 46 children on roll. The playgroup currently supports children with learning difficulties.

The nursery employs 11 members of staff, seven of whom hold appropriate early years qualifications. The manager is qualified to level four and one staff member is currently attending a Foundation Degree course in Early Years.

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

Overall the quality of the provision is good.

The playgroup operates effectively to provide for children in the Early Years Foundation Stage. Good procedures and positive attitudes towards inclusive practice ensure children are recognised and valued. Staff work closely with parents and other professionals to ensure their individual needs are met. Vigilant procedures ensure children remain safe, both within the setting and outdoors. Well-established systems for self-evaluation demonstrate a strong sense of commitment to maintain and drive further improvement.

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

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

- improve the organisation of whole group activities to ensure the individual needs of children are met
- develop further observations to identify what children are doing, in relation to skills development and include parents in ongoing assessments to identify what children can do at home, to support identified next steps in their development
- ensure hygiene routines minimise the risk of cross-infection.

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

Staff are knowledgeable with regard to safeguarding issues. This is because those in charge have attended training events and ensure all staff know the procedures to follow, should they have concerns about a child in their care, or any adult working with children. There is effective leadership and management, which through continuous self-evaluation, clearly identifies strengths and areas for

improvement. Staff contribute to future developments through regular meetings, to discuss working practice and share ideas to seek continuous improvement. Comprehensive policies, procedures and records, required for the safe and efficient running of the setting, are established and revised, as necessary, to maintain compliance with the regulations. Robust recruitment and induction procedures ensure that staff with the relevant knowledge and experience are suitable to work with children. Training is supported and consequently, impacts on the quality of the care children receive.

Staff work extremely well together to ensure day-to-day routines are efficiently managed. This provides a safe and nurturing environment where children's welfare needs are effectively met. Children are motivated and enthusiastic in their learning and experience a wide range of activities, supported with an abundance of equipment and resources. Planning for children's early education is good covering all areas of learning. However, although, systems for observing, recording and assessment identify what children are doing, they have yet to effectively link to children's personal development and support their next steps in learning.

Good communication and partnerships with parents ensure information is shared to enable staff to care for children according to their individual needs, interests and parental preferences. Documents are diligently established at place commencement and daily discussions aid communication. However, they have yet to play an inclusive role in supporting children's identified next steps in learning. Parents acknowledge their involvement within the nursery as they join with staff and children in the Easter Bonnet parade around the park and speak highly of the staff commitment to their children.

The setting works diligently with others involved in the children's care, such as, health professionals and specialist workers. This ensures all are working together to help children reach their full potential and to support the identification and inclusion, of any child with additional needs. Most children move to the Local Authority Nursery class at three years of age. Learning journeys are presented to parents who choose to pass these to the next setting.

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

Children make good progress towards the early learning goals through an environment based on child initiated activities, with appropriate adult support. Resources are easily accessible so children can self-select and steer their own play, although, their age related abilities often require adult support to achieve this. A strong emphasis on building confidence and self-esteem, separating successfully from parents to build relationships with other adults and peers, promotes the children's personal, social and emotional development very well. Children develop independence in addressing their own personal care. They know about hand washing 'to get rid of germs' and follow good routines, except before snacks. A shared hand towel in one of three associated facilities poses a risk to cross-infection. There is sometimes an over reliance on the use of anti-bacterial lotion in cases where more thorough hand washing with soap and water, is required.

Outdoor play is provided on most days. Children engage in table activities and develop physical skills as they ride wheeled toys with expertise and developing skills. They recognise numbers on tricycles equipped with registration plates and continue early mark making, using chalks at the easel and on the ground. A large cardboard box is used to hide in and children inside giggle delightfully, as other children knock on the outside, responding by calling 'we're not here.' A range of hand operated toys help children to learn about early information and technology.

Children engage in regular large group activities to facilitate the required packing away of equipment, within the shared generic use community building. Although, some children are enthralled in well told stories and music and movement activities, the age differentiation means that very young children, who have yet to develop sustained concentration skills, often loose interest, distracting from the enjoyment of other children. Children recognise their own names as they self-register and as they find their places at snack time. Able children pour their own drinks and children enjoy healthy foods including fresh and dried fruits.

Staff implement a range of positive methods to help children understand appropriate behaviour, with clear explanations, praise and encouragement. As a result, children know what is expected of them, learn to take turns when playing with toys and develop awareness of how their behaviour affects others.

Children learn about the wider world through positive images that reflect difference and diversity. Books and play equipment help children to value each other. The police and fire services, amongst others, have visited the setting to help children develop an awareness of safety issues and knowledge of their local community. They take part in various activities, supported by parental involvement, to celebrate in a selection of special events and festivals.

## 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	3
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	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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