

Field Lane Playgroup Limited

Inspection report for early years provision

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Inspector

Alison Edwards

Setting address

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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

Field Lane Playgroup Ltd originally registered in 2005 to operate from the Field Lane Community Centre in Alvaston. It was re-registered in 2006 following significant repairs to the premises. It is a privately run provision. The playgroup is contracted to provide childcare services for Boulton Children's Centre in Alvaston. Children use the main hall and associated facilities for play. There is an enclosed outdoor area for outside play. The playgroup opens from 8am to 3pm Monday to Friday during school term times. This includes a breakfast club until 9.15am and lunch time provision between 11.45am and 12.30pm. It has arrangements to collect and deliver children to early years classes at Oakwood Nursery School and Alvaston Nursery School.

It is registered on the Early Years Register to provide care for a maximum of 40 children from the age of two years to the end of the early years age range. It receives funding to provide nursery education to children aged three and four years. There are currently 90 children on roll.

Including the proprietor, there are currently nine regular staff. Of these, one holds a recognised qualification at level 4, a further five hold recognised qualifications at level 3, and one is qualified to level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming and well-organised setting. The proprietor and her staff work well together and have a good general overview of how to implement the requirements of the Early Years Foundation Stage. Consequently, this promotes children's welfare effectively and helps them to make good progress in their learning. Staff know children well as individuals, helping each child to feel valued and to develop good levels of confidence and self-esteem. The proprietor and her staff are keen to further develop their existing skills and practice to further enhance the quality of provision for children.

What steps need to be taken to improve provision further?

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

- review current use of observations to more consistently assess the progress which children are making and to more accurately identify and plan for the next steps in their future learning
- develop more systematic arrangements to involve parents in the ongoing assessment and planning process for their individual children and to share records of progress with them
- review ways to more consistently and effectively share developmental information with other early years providers to better support continuity and

progression for children attending more than one setting.

The effectiveness of leadership and management of the early years provision

The proprietor and her staff work well together to create a secure and stable environment, helping to promote children's well-being. Clear and up-to-date policies are readily accessible to staff and parents, helping to underpin a shared understanding of arrangements for children's care, for example, in the event of a child being uncollected. There are systematic arrangements to document the suitability of those caring for children. These include records showing prompt completion of required Criminal Records Bureau checks and documenting the high proportion of well-qualified staff. Required records of individual children's personal and contact details are also methodically maintained. This enables staff to take good account of how to manage any specific health and care requirements, in order to meet individual needs well. The playgroup seeks written parental permission to obtain emergency medical treatment if needed and has clear systems to fully document the management of any accidents or the administration of any medication. Consequently, this ensures that any such instances can be managed in children's best interests. Systematic risk assessments are reviewed and recorded at least annually to underpin the effective practical precautions taken to promote children's safety and security. All staff have recently updated training on safeguarding issues. This helps to ensure that all those responsible for children's care now have a good awareness of what child abuse and neglect are, and of their responsibilities in the event of any concerns about a child or any allegations of abuse.

There is a good commitment to continued improvement. The playgroup has taken active steps to address issues raised at previous Ofsted visits. For example, it now makes greater use of resources reflecting diversity to promote children's recognition and respect for individual and cultural differences. Effective use of construction play, such as 'builder's yard' role play, provides good levels of challenge to children and helps them make links in their learning, for example, as they incorporate use of tape measures, clipboards and mobile phones. The well-qualified staff team make good use of relevant local training opportunities to enhance their existing skills and knowledge of many aspects of early years practice. The playgroup uses relevant sources of advice and guidance, such as local authority support staff, to agree priorities for further development. It utilises practical opportunities to improve its facilities. For example, current changes to the management of its shared premises are enabling the provision of improved on-site storage of confidential documentation. Staff are involved in the playgroup's systematic review of its effectiveness through their contributions to staff meetings and through ongoing evaluation of aspects of their practice.

The playgroup makes good use of available space and resources to promote children's independent and purposeful learning. Direct access during most of the day to a well-presented outdoor play area promotes children's enjoyment of active play in the fresh air, for example, as they develop den play with tents. The well-presented indoor play area is conducive to learning. It provides well-defined areas

for a range of activities including quiet book use, cooperative imaginative play, problem solving and mark making. Accessible low storage units enable children to freely access a range of interesting items, such as craft materials, hole punches and scissors. Consequently, children are effectively encouraged to purposefully develop their own individual interests. Staff have a sound awareness of how to work with other agencies, such as health professionals, to support any appropriate adaptations to promote the inclusion of children with special educational needs and/or disabilities. The playgroup has established practical day-to-day arrangements to work with other early years settings which children attend, for example, sharing appropriate information about any accidents. However, it has not yet fully explored the most effective ways to share developmental information about individual children who attend more than one early years setting in order to fully promote continuity and progression. Parents speak highly of staff's commitment, professionalism and approachability, resulting in good levels of confidence in the provision for their children's care. There are good arrangements for staff and parents to share initial observations about children's needs and abilities. Parents value their ongoing informal discussions with staff about children's activities and changing abilities, and are invited to review children's progress at intervals. However, the playgroup has not yet fully explored ways to maximise parents' involvement in the ongoing assessment and planning process for their individual children.

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

Children develop a healthy lifestyle. For example, they show growing independence in simple self-care skills, such as carefully washing and drying their own hands and talking about the reasons for this. Staff actively support children's growing physical skills. They encourage children's cooperation and coordination in parachute games, and confidence in their abilities as they pedal and steer wheeled toys or climb to the top of the slide. Children learn about aspects of healthy eating through activities, such as helping to make fruit salads. Staff work carefully with parents to ensure that they have a clear understanding of each child's dietary requirements and how to meet these. They offer consistently good levels of supervision and support to children's independent play, taking good account of their specific activities. Consequently, children are well supported in learning to use equipment, such as small tools, safely. Staff also use stories and games to help promote children's awareness of aspects of safety in the wider world, such as stranger danger.

Children show good levels of confidence and eagerness to attend, greeting friends and staff happily on arrival. Staff effectively help to promote children's self-esteem. For example, they sensitively talk with children and parents about individual experiences and needs, such as the outcome of recent optician visits. Children settle quickly and enthusiastically when choosing from a worthwhile range of well-presented activities. This helps to promote good levels of independence and purpose in their play and learning. For example, children of different stages of development play happily alongside each other in the construction area. They each show high levels of concentration in exploring their own creative ideas when

purposefully selecting and fitting different sizes and shapes of magnetic blocks together. They show ready interest in comparing their own creations with those of others. Staff keep careful track of children's growing recognition of number names, and make effective use of simple props to encourage children's practical calculation skills. For example, glove puppets linked to songs help engage children's interest in comparing numbers. Children confidently talk about their own ideas and experiences, for example, when contributing suggestions for accessories needed in the 'hairstylists shop'. A range of adult-led activities help to promote children's awareness of sounds and rhythms. Children enjoy a number of opportunities to develop their own purposeful writing, for example, in role play activities, such as a builder's yard. Children show high levels of familiarity and enjoyment with favourite stories, beginning to anticipate events in their own words. Children already gain familiarity with a range of aspects of everyday technology as they use items, such as torches, swipe card tills and toy phones in their role play. Staff are exploring ways of further enhancing this. Children learn about the natural world as they use magnifying glasses to search for small creatures, and use books and stories to compare mini-beasts, such as ants and caterpillars. Staff value children's own creativity and imagination by displaying their independent drawings, paintings and collages. Children enjoy exploring music and rhythms through dancing, action songs and use of a range of musical instruments. Staff are exploring a range of different ways to observe and record children's changing abilities and interests and to plan relevant experiences for their future learning. However, systematic and consistent arrangements are not yet fully established to accurately identify and plan for the next steps in each child's individual development in order to fully extend challenge and progression across each aspect of learning.

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	3
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

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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