

# Albert Bear Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	218081
<b>Inspection date</b>	10/05/2011
<b>Inspector</b>	Mary Henderson

<b>Setting address</b>	Chesterton Community Centre, London Road, Chesterton, Newcastle, Staffordshire, ST5 7EA
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<b>Email</b>	albertbear@ntlworld.com
<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*.

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**

Albert Bear Playgroup is privately run and opened in 1994. It operates from Chesterton Community Centre, Newcastle-under-Lyme, Staffordshire. It normally occupies the first floor and also has use of the ground floor kitchen, toilets, dining room and the large hall. The group serves the local and wider area. All children share access to the outdoor play areas.

The playgroup is registered by Ofsted to care for a maximum of 26 children from two to under five years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 65 children on roll in the early years age range. The playgroup is open from 8am to 4.30pm Monday to Thursday and 8am to 4pm on Fridays.

The playgroup supports children with special educational needs and/or disabilities and children who have English as an addition language. The playgroup employs 13 members of staff. Of these, 10 have early years qualifications and 3 are working towards a recognized qualification. The playgroup receives support from the local authority.

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

Overall the quality of the provision is good.

The staff develop strong relationships with parents and their children which ensures inclusion for all children on roll. Most systems of communication with other providers of the Early Years Foundation Stage are in place. The staff make good use of all indoor and outdoor areas and equipment to provide a good range of opportunities to extend children's development across all areas of learning. The self-evaluation processes of the provision are good and most systems to ensure children feel safe and secure are in place.

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

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

- support children in feeling safe and secure through preparing them for changes that may occur in the routine, such as the arrival of visitors
- continue to develop effective communications methods between all settings to ensure that children's needs are met and there is continuity in their learning.

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

The positive relationships between the staff, parents and children are good and ensure children's needs are identified and met. Relationships with all other

providers of the Early Years Foundation Stage are not yet fully effective to ensure continuity in children's care and learning. The children are safeguarded because the staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The risk assessments identify risks to children in the indoor and outdoor areas and on any outings. The staff have a good understanding of how to support children with special educational needs and/or disabilities. At times the staff do not always ensure children are prepared for changes in their routine, such as the arrival of visitors. This may possibly compromise their sense of feeling safe and secure in the environment. The self-evaluation systems in place are good and include input from the children, staff, management and the parents.

Information sharing with parents is good. There are written and verbal two-way exchanges of information to ensure children's needs are met. Parents attend open afternoons to talk with key workers about their child's ongoing learning and development. They also complete questionnaires about the service they receive. The policies and procedures are accessible to all parents.

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

Children recognise the importance of keeping healthy and these things which contribute to this. They are provided with a healthy balanced diet which includes meat, fish, pasta and fresh vegetables, as well as various fruits throughout the week. The children learn about healthy eating through topics and discussions during lunch and snack times. Children's healthy lifestyle is extended through daily access to the outdoor play areas where they ride their trikes, climb and balance on the various wooden equipment and run around in the fresh air with their peers. They also have regular opportunities indoors as the staff provide a broad range of activities in the hall. Here they play ball games, climb over and through and enjoy music and movement activities. After meal times the children brush their teeth, which further fosters their learning about being healthy. Children are beginning to learn about personal safety. They learn to cross the road through topics and stories and during local outings with their key workers. They are also included in the fire evacuation procedures of the setting. The staff remind the children about being careful of their friends as they ride round on their trikes. Children show they feel safe and secure as they giggle and laugh with their friends and their key workers. However, the staff do not always ensure visitors are introduced to the children, which at times may compromise their sense of feeling safe and secure in their environment. Children's work is displayed for them in all their play areas, which fosters their sense of belonging very well.

Children observe, find out about and identify features in the place they live and the natural world. During outdoor play they like to search for bugs, observe them as they crawl over their hands and show the staff their findings. The children like to visit the local pet shop to find out how to care for their pets at home. They visit the local school to be involved in the healthy lifestyle tour. Here, the children learn about oral health care, healthy eating and the importance of physical fitness. The

key workers invite various visitors into the setting to extend the children's learning. This includes the mobile farm. The children learn about various farm animals, such as chickens and ducks, and they talk about their habitats. Other visitors encourage the children's learning through songs, rhymes and stories using puppets. Staff from a wildlife organisation also visit the children, showing them how to be creative by making wild flower pressings from their garden and how to make various collage shapes, such as hedgehogs, from collected leaves and twigs.

Children find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. They explore problem solving, numbers, letters and shapes through various computer programmes as they access the three computers freely available to them during child-initiated play times. Children's learning about problem solving is further extended as they build construction towers, explore size and amounts during imaginary play in the home corner and as they count the boys and girls during circle time.

The children have a developing respect for their own cultures and beliefs and those of other people. They play with a broad range of toys and resources that reflect positive images of diversity, including small world people, dolls, story and reference books which also show positive images of disabled people. They also explore various festivals around the calendar year through food tasting, discussions and artwork.

## 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	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

<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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## **Annex B: the Childcare Register**

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

Met

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

Met