

# Sallywags Playgroup

Inspection report for early years provision

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**Unique reference number**

EY358148

**Inspection date**

18/05/2011

**Inspector**

Anne Archer

**Setting address**

Rothwell Community Centre, Well Lane, Rothwell,  
Kettering, Northamptonshire, NN14 6DQ

**Telephone number**

07765 797 919

**Email**

**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**

Scallywags Playgroup opened under its current ownership in 2007. It operates from the community centre in Rothwell, Northamptonshire. The playgroup has sole use of the building during session times.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children in the early years age group aged from two years to under five years may attend the setting at any one time.

The playgroup is open daily during school term times from 9.15am until 11.45am except Tuesdays and from 12.30pm until 3pm on Monday and Wednesday afternoons. Children attend from the local area and for a variety of sessions during the week.

The playgroup accepts children in receipt of funded nursery education and supports children with learning difficulties and/or disabilities.

The owner/manager employs a deputy and three assistants to work with the children. All except one hold relevant childcare qualifications. Volunteer helpers are also welcomed. The playgroup receives support from the Local Authority.

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

Overall the quality of the provision is good.

Children at the playgroup make good progress in their play and learning and their care and well-being is promoted well. Safeguarding systems are thorough and partnerships with parents are outstanding although those with some other providers of the Early Years Foundation Stage require development. Policies and procedures are adopted from the Pre-school Learning Alliance and reviewed regularly although not all reflect the playgroup's particular needs. The playgroup's capacity to make continuous improvement is good. Recommendations from the previous inspection report have been met well and staff are encouraged and supported in their personal development which ultimately improves outcomes for children.

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

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

- consider further ways to encourage and enable other providers of the Early Years Foundation Stage to share information to secure children's progress and continuity of care
- ensure all current policies and procedures reflect the particular needs of the playgroup so that staff and parents fully understand their relevance.

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

Children's welfare is effectively safeguarded. Management and staff have a good understanding of their roles and responsibilities in relation to child protection and keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is strong. Thorough recruitment and induction processes ensure staff are suitable to work with children and there are secure systems for the collection of children by appropriate adults. Visitor identification is checked and records kept and volunteer helpers are checked for suitability and supervised when playing with the children.

Risk assessments are conducted on all areas and equipment that children may come into contact with and action is taken to minimise the risk of any potential hazard. Daily health and safety checks ensure that the actions taken are maintained. Staff help children to keep themselves safe by, for instance, showing them how to use scissors and other tools properly.

Policies and procedures are reviewed and updated periodically then cascaded to staff and parents to ensure the safeguarding and welfare of children. However, a few do not include current contact details for other agencies and so may cause confusion for those trying to follow them if the owner/manager was not present.

The effectiveness with which the playgroup staff promote equality and diversity is good. Children's individual needs are taken into account when activities and snack menus are planned. Strategies are in place to support children with special educational needs and those children for whom English is an additional language. Behaviour management and team working is good ensuring that children behave well and learn to be considerate to their young friends.

The effectiveness of the playgroup's engagement with parents and carers is outstanding. New parents receive a welcome pack which includes details of the playgroup's systems. They receive regular newsletters and have access to their child's records of achievement regularly. Parents are also encouraged to help at a session once their child has settled in. Quality assurance questionnaires and regular written comments confirm that parents are very happy with the playgroup provision and feel part of the setting.

Partnerships with other providers of the Early Years Foundation Stage are variable. There are good links with some providers, ensuring that children's continuity of care and progress are fully supported while others are less successful.

The playgroup's capacity to maintain continuous improvement is good. The six recommendations from the last inspection report have been met well. The playgroup's practice is evaluated regularly by the staff team and parent comments are taken notice of when decisions are made. Staff are appraised annually and their training and development needs are identified and supported.

The playgroup's accommodation is suitable for purpose and staff strive to maintain a very stimulating environment in which the children make good progress. The refurbished outdoor play area is accessible throughout the session ensuring that each child's learning styles are provided for. Equipment and resources are suitable, safe and plentiful and most are easily accessible to the children. Those that are not are, upon request, fetched by staff to support children's interests and learning.

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

Children are very settled, content and keen to take part in the activities planned for them. They make good progress in their play and learning. They are able to make choices about the activities they participate in and planned activities reflect their interests and learning needs.

Staff record observations of children at play and use the information when they reflect on the session and plan for each child's next steps in learning across the six areas. Children attend a variety of sessions and although planning is updated weekly it is flexible enough to enable staff to quickly support a child's new interest or learning need.

Children learn how to support their personal safety and health through routines and they are beginning to understand why they should, for instance, wash and dry their hands after using the toilet and before eating. They clearly enjoy the attention of their adult carers as they show by their behaviour and mannerisms that they feel safe.

Children show by their actions that they understand playgroup rules and boundaries and behave well because staff have a consistent approach to noticing and managing unwanted behaviour. Children develop skills to support their future learning as they make good progress in early communication, literacy and numeracy and have opportunities to develop skills in information communication technology. Children operate remote control cars and use a toy mobile phone while participating in imaginary play.

Children confidently join in with action songs and rhymes and move to the rhythm when they experiment with a range of musical instruments. They sit well in small groups to listen to short stories, often joining in or anticipating what comes next.

## 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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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