

Corby Glen Playgroup

Inspection report for early years provision

Unique reference number	260015
Inspection date	16/05/2011
Inspector	Carly Mooney

Setting address	Ron Dawson Memorial Hall, Swinstead Road, Corby Glen, Nr Grantham, Lincs, NG33 4NU
Telephone number	07951918138
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.

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Description of the setting

Corby Glen Playgroup was registered with Ofsted in 1994, although it has been operating for many years. It operates from the Ron Dawson Memorial Hall in the village of Corby Glen, Lincolnshire. Children have access to an enclosed area for outdoor play. The setting is open every weekday from 9am to 3pm. Children can attend for a variety of sessions and are able to stay for lunch.

The play group is registered on the Early Years Register to care for a maximum of 24 children in the early years age range. There are currently 25 children on role. The play group is also registered on the compulsory and voluntary parts of the Childcare Register.

The playgroup employs seven members of staff to work with the children, five of whom hold appropriate early years qualifications. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and demonstrate through their behaviour that they feel safe in the setting. Secure relationships have been built with staff who value them as individuals. Children participate overall in a suitable range of activities which allows them to make satisfactory progress in their learning and development, however, some of the areas accessed by the children lack stimulation. Strong relationships with parents have been established. The manager demonstrates a firm commitment to improving and suitable procedures for self-evaluation are in place.

What steps need to be taken to improve provision further?

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

- develop further the use of children's next steps in children's learning journeys to ensure consistency across key workers and evidence how and when next steps identified have been met
- develop further the layout of the environment and resources provided to ensure they provide stimulation for children, especially with regard to the book area
- provide more opportunities for children to self-select resources and engage in explorative play.

The effectiveness of leadership and management of the early years provision

Staff are familiar with local safeguarding procedures which help to protect children in their care, and they attend regular training. Recruitment procedures ensure staff are suitable to work with children and they follow a clear period of induction. Staff are vigilant regarding children's safety. They are constantly aware of each other's movements and deploy themselves effectively around the setting and outside area to meet children's needs. The premises and resources are regularly risk assessed and a suitable record of risk assessment completed. Policies and procedures reflect the day-to-day running of the setting and the maintaining of children's records is sound.

Staff set up the play space each day to ensure that all areas of learning are covered and children can move freely between their chosen activities. During suitable weather, this includes free flow between the indoor and outdoor play area. However, some of the indoor areas are very under-used by the children due to the lack of stimulation. For example, the presentation of the book area does not entice children to look at books independently during the session. There are some opportunities for self-selection but, in general, opportunities for explorative play are limited. Staff understand the need to enable children to become aware of similarities and differences in people and teach children about values and respect through suitable resources. Children gain some understanding of the wider world by celebrating festivals.

The playgroup has established effective relationships with parents which benefits the children's time at the setting. Parents receive a good overview of the activities their child has participated in through a daily diary system and a parents information board. Parents show their support by attending fundraising events such as a family fun day and are warmly welcomed into the setting. Parents comment that they feel all staff show genuine care and concern for their child. Strong relationships have formed with local schools and children attend a number of events to ease their own transition into school life and meet the reception teachers regularly before starting. Staff play an active role in settling the child into school once they have started.

The playgroup's self-evaluation form provides a realistic view of the setting with recognised areas for improvement which are starting to be imbedded into the day-to-day running. The manager demonstrates good capacity for continuous improvement as she works closely with the local authority and takes on board their advice to bring about changes which will improve outcomes for children. There have been some unsettled times due to frequent committee changes, however, staff are confident the newly appointed chairperson and rest of committee will now provide the much needed support the setting needs to be able to move forward.

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

Children appear happy and settled in the setting and show familiarity with the routines of the day. Staff are kind, caring and demonstrate that they know the children and their families well. Staff have a sound understanding of the Early Years Foundation Stage and spend time interacting with children at activities, using some elements of good practice such as effective questioning to make children think. Suitable planning is in place which reflects individual children's interests and development needs. Learning journeys are completed by children's key workers. However, at present staff are not consistent in how evidence is recorded, with limited evidence of identified next steps and how and when these are met. However, photographs are regularly included and are clearly linked to the early learning goals.

Counting and mathematical language are introduced naturally through activities. For example, children are encouraged to count how many cups of water it takes to fill a bowl in a water activity. Staff introduce vocabulary such as 'full', 'light' and 'heavy' when children hold the bowl of water. Singing simple songs such as 'five currant buns' introduces children to the simple concept of calculation. Children have some opportunities for independent mark making and learn to recognise their name through routine activities such as self-registration and snack time. Children's physical skills are encouraged as they use appropriate equipment such as bikes and scooters outside and enjoy dancing and twirling their ribbons to the music inside. Staff use their initiative in the windy weather to make kites from nappy sacks and string for children to hold and listen to the sound they make. Children have good opportunity to express their creativity through participating in a range of activities such as gloop, painting and water play.

Overall, children's welfare is sufficiently promoted. Staff hold appropriate first aid qualifications and health documentation is suitably maintained. Children's individual medical needs are met well within the setting with clear procedures followed by all staff. Children are currently learning the importance of healthy eating through topic work and help themselves to a variety of healthy and nutritious snacks. Lunches are provided by parents who are aware of the setting's healthy eating ethos. Children are learning to be responsible for their own health and hygiene, such as hand-washing with gentle reminders from staff. Children engage in regular safe practices such as fire drills and staff use music to encourage children to tidy away toys and make the play spaces safe. Children behave well in the setting and are effectively learning the skills of sharing and turn-taking in their play.

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	2

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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