

Stutton Playgroup

Inspection report for early years provision

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Inspector

Angie Ellis

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*.

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

Stutton Playgroup is organised by a voluntary management committee and was first opened in 1971 and registered in 1991. It operates from two rooms within the village hall of Stutton, which is near Tadcaster in North Yorkshire. The children have access to associated facilities and a secure outdoor play area.

The playgroup is registered on the Early Years Register. A maximum of 24 children aged from two to five years may attend the setting at any one time. There are currently 50 children on roll. The playgroup is in receipt of funding for nursery education. Children attend from the local community and surrounding villages. The playgroup is open each weekday during term time from 9am to 3.45pm. A lunch club operates during the hours of 12pm to 12.45pm.

There are four members of staff who work within the playgroup on a regular basis, with additional staff available to cover. Of these, one holds a level 5 qualification, two are qualified to Level 3 and one is working towards level 3. The leader is working towards a BA Honours degree in Young Children's Learning and Development and Early Years Professional Status. The deputy leader is working towards her foundation degree in Young Children's Learning and Development.

The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The success of children's progress in their welfare, learning and development is a direct result of the staff planning a rich, vibrant and stimulating environment. This is tailored to meet the individual needs of each child, therefore promoting inclusive practice extremely well. Top priority is given to establishing and maintaining close working partnerships with parents, the local community and providers of other settings children also attend or will move on to. Significant attention is paid to monitoring, reflecting and evaluating the service to ensure continuous improvement of a very high quality. Staff, parents, children and committee all play a valuable part in the process, resulting in a service that is exceptionally receptive to the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- update the health and safety policy to include the procedure for hand washing after eating.

The effectiveness of leadership and management of the early years provision

Considerable priority is given to safeguarding children and staff fully understand their responsibilities to safeguard children's welfare and follow the Local Safeguarding Children Board procedures in relation to child protection should a concern arise. The chairperson has completed safe recruitment training and therefore robust systems are in place for the recruitment and vetting of any new staff. All of the records required for safeguarding and promoting children's welfare are meticulously maintained. Comprehensive risk assessments clearly identify all aspects of the environment that need to be checked on a regular basis; as a result, children are helped to stay safe extremely well. The setting has devised an extensive range of policies and procedures that inform parents about the service. These include safety, security and supervision of children. These are extremely well implemented by staff, although the policy for hand washing does not include the procedure for children to follow after they have eaten. This results in children not always being encouraged to clean their hands after handling food before going off to play and handling toys, activities and equipment.

The effectiveness with which the setting deploys resources is robust because staff are effectively deployed and space is used extremely well. Continuous play provision and free-flow access to well-equipped indoor and outdoor areas provide children with a wide range of activities and experiences to stimulate their interests and enable them to progress extremely well in their learning and development. The setting has highly effective steps in place to ensure resources and the environment are sustainable. For example, children are encouraged to recycle the waste products from the fruit and vegetable peelings from lunch and snack into the compost bin. They also use the compost to plant seeds to grow vegetables and learn all about the food chain, developing their knowledge and understanding of the world. A well-established, experienced team who have a clear understanding of their roles and responsibilities ensure that the setting runs smoothly on a day-to-day basis. This experienced and stable staff team provide continuity of care for children and their families. Strong leadership and highly effective management practices ensure that there is a commitment to invest in staff training. As a result, staff contribute fresh and new ideas to the setting and are dedicated to providing the highest standards of care and education. The aims and values of the setting are intrinsic to its ethos, which strives to provide high quality care and education for all children. The setting is welcoming to all children and their families. Management are highly motivated, focused and passionate in achieving their vision of making a difference and ensuring that the outcomes for children are the best possible. Serious consideration is being given to parents' requests for the setting to offer a breakfast club. The whole staff team, members of the committee, children, parents and the views of the early years advisory consultant all form part of the system of reflecting and evaluating the provision and quality of care which is offered to children. Subsequently, self-evaluation is embedded exceedingly well within the setting's ethos. Recommendations since the last inspection have successfully been implemented. These include encouraging children to be more conscious of numbers all around the environment, indoors and outdoors, and problem solving is inspired within the snack area as well as in everyday activities.

This contributes extremely effectively to achieving the best outcomes for children and maintaining continuous improvement.

Staff are highly committed to and very successful in promoting equality and diversity. They aim to include all children and their families regardless of their status, culture, ethnic background or additional needs, and they have effective policies in place which take into account children's individual needs. These are constantly being updated by the staff team to ensure that they reflect the needs of current children and comply with up-to-date legislation and knowledge. Partnerships with other agencies and settings children also attend or will move on to are very strong, and innovative methods are used to engage with them. For example, excellent relationships have been established with the speech and language therapist, parents and staff for children with additional needs.

Parents and carers are provided with exceptionally comprehensive information about the setting through a variety of literature. For example, through the prospectus, newsletters, parents evenings, whiteboard with information, displays and offering recommended government leaflets. Parents are updated on their children's achievements and progress on a daily basis through informal chats at the start and end of each session. More formally, twice a year parents are invited to attend parent discussions when their children's files and records are shared with their child's key person. When parents initially visit the setting before the child starts, the opportunity is available to share information about their child. Parents are encouraged to share information about their child with their key person initially through an 'all about me' booklet which gives the basis for a more detailed discussion with the child's parents about their needs, likes and dislikes. There is unreserved praise from parents who volunteered to share their views on the day of the inspection. They are exceedingly happy and describe a setting that provides a high quality service, with staff who genuinely listen to their views and act upon them.

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

The playgroup promotes an excellent culture of learning through play in an exceptionally stimulating environment which provides a wide range of activities and exciting experiences to all children, both indoors and outdoors. Subsequently, children are actively encouraged to become independent in their learning and development. This results in children's progress flourishing considerably well and enables them to develop valuable skills for the future. This is a consequence of staff having a robust understanding of how children learn and develop. Valuable time for staff meetings enables them to meticulously plan for individual children to ensure that each child receives the most enjoyable and challenging experiences across all the areas of learning. Systematic and thorough observations are successfully matched to the areas of learning, and the next steps of learning are effectively identified within the assessments to inform future plans.

Children have a balance between freedom and safe limits. Staff understand children's capabilities well and that suitable types of activities and appropriate

levels of support give children the confidence to take risks and try out new skills. As a result of this, children feel safe and secure. For example, children use a knife to chop up banana and apple for snack, with an adult close by to supervise its safe use. Children learn to adopt healthy lifestyles in a wide range of ways. For example, they grow herbs and vegetables, which they harvest and prepare snacks from them. They also engage in regular yoga sessions where they stretch and balance. As a result, they are more aware of their own bodies and the effects they can have in managing their own health. Outdoor play is considered to be of equal importance to indoor play, and the outdoor learning environment reflects this. Therefore, children have the opportunity to access their learning through outdoor provision continuously. For example, they wear appropriate clothing to play outside and experience the rain as it lashes down on them. Children behave well and this is as a result of staff modelling calm, consistent behaviour and setting and maintaining boundaries. Children are encouraged to care for and respect each other, for example, a child showed concern for another child who had just bumped their chin. Children's awareness of diversity and the wider world is encouraged in a relevant and realistic manner through the use of resources that represent positive images of others within society and displays of different languages. The practice which enables children to develop skills for the future is outstanding. There are vast activities in which children can experiment and explore. Children mix their own paints and make play dough. In addition, communication, language and literacy are developed as a natural part of the setting's routines. For example, children have constant access to books and mark making materials which are transportable from area to area. Information, communication and technology skills are developing very well. For example, through the use of programmable and battery operated toys, computers and electronic equipment, such as the photocopier. Children use mathematical language naturally during play and develop skills in numeracy and problem solving through games, jigsaws and counting in daily routines. For example, children use a spirit level to check and see if the construction they are building is level. Everything that happens within the day is used successfully as an opportunity to learn.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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