

The Village Playgroup

Inspection report for early years provision

Unique reference number	400340
Inspection date	04/05/2011
Inspector	Helen Blackburn

Setting address	The Village Hall, Sicklinghall, Wetherby, North Yorkshire, LS22 4AU
Telephone number	07900 992314
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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

The Village Playgroup opened in 1981 and it is managed by a voluntary committee. It operates from a village hall in a rural village on the outskirts of Wetherby. There are schools, parks, a shop and some public transport links in the local area. Children have access to a fully enclosed outdoor area. The playgroup is open each weekday from 9.15am to 12.15pm during term time only.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 19 children aged from two years to under five years on roll. The playgroup supports children with special educational needs and/or disabilities and children with English as an additional language.

There are five members of staff, three of whom hold early years qualifications to level 3. One staff member is currently working towards a recognised level 3 qualification. The playgroup is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners' relationships with the children, parents and others involved in children's learning and care are good. The children are happy and settled and they approach their play with enthusiasm. Practitioners provide a safe and calm learning environment which effectively promotes good behaviour, diversity, difference, children's independence and confidence. Overall, documentation, policies and procedures contribute to promoting and safeguarding children welfare and well-being. Practitioners' enthusiastic approach and involvement in children's play means children make good progress in their learning. Practitioners' commitment towards promoting ongoing improvement is good and, overall, their self-evaluation supports them in making progress.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure fresh drinking water is available to children at all times (Promoting good health).
- 18/05/2011

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

- improve the retention of medication records relating to individual children to ensure they are retained for a reasonable period of time
- improve the self-evaluation process to ensure it promotes a whole setting approach and includes the views of others, such as committee members.

The effectiveness of leadership and management of the early years provision

There are good arrangements in place that contribute to safeguarding and promoting children's welfare. Practitioners fully understand their roles and responsibilities in protecting children from harm. For example, they store any safeguarding issues in a very secure and confidential way and they implement their comprehensive policies and procedures well. This contributes to them identifying any child at risk of harm and ensures they effectively report and monitor concerns. There are good recruitment, vetting and induction procedures in place, which ensure all adults working on the premises are suitable to work with children. In addition, practitioners ensure they supervise and keep a record of any visitors, which protects children from harm. Overall, the group maintains a good range of documentation, policies and procedures. However, although they record details of any medicines they administer, they send this information home; as a result, they do not retain these records on the premises. Practitioners provide a safe environment for children to play. For example, they carry out numerous safety checks and complete regular risk assessments. In addition, practitioners supervise children at all times and are vigilant in risk assessing situations as they occur. For example, after realising the rice children were playing with made the floor slippery and hazardous, practitioners took the activity outdoors to minimise the risk of accidents. Through effective organisation of resources, children can make safe and independent choices in their play. Practitioners also make good use of their time and available resources. For example, they deploy themselves well and their effective contingency plan to use parents to cover unforeseen staff absence means they continue to meet adult-to-child ratios. This contributes to keeping children safe.

The group's commitment and enthusiasm towards promoting improvement is good. Through self-evaluation and reflective practice, practitioners evaluate and monitor their service well and this contributes to them setting clear and targeted goals for improvement. For example, following evaluation of children's progress records, practitioners improved activities to promote children's problem solving, reasoning and numeracy skills. In addition, practitioners have addressed the recommendations made at the last inspection. Overall, self-evaluation is inclusive because practitioners welcome any feedback from parents, children and other professionals. For example, parents regularly receive questionnaires so that they can share their views. However, due to a new committee, their involvement in the process is still limited. Practitioners access a good range of training courses to extend their skills and experiences. This demonstrates their commitment towards promoting their ongoing professional development and promotes positive outcomes for children.

Practitioners have good relationships with parents and others involved in children's learning. For example, they meet children's individual needs and promote continuity in their learning. This is because they regularly share and exchange relevant information with parents and others, such as school and external agencies. Policies, procedures, newsletters, email communication, notice boards

and the group's website provide parents with good quality information about the service children receive. Parental feedback about the group is positive. For instance, they speak highly of the welcoming feel and friendliness of the practitioners and the good range of activities on offer for children. Practitioners encourage parents to be involved in their children's learning and progression. For example, they have access to their child's progress records and are encouraged to share children's experiences at home.

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

Practitioners have good relationships with the children and know them well, which means they effectively meet their individual needs. Practitioners are actively involved in children's play and they are very enthusiastic, which means they effectively support children's learning and progression. Through observation, practitioners have a good understanding of children's abilities and they use this knowledge to plan for their next steps in learning. The children access a good range of activities across all areas of learning, which results in children having an enthusiastic and positive approach to their play. For example, children use their imagination as they engage in role play activities, express their creativity through arts, crafts and drawing, make marks with different media, such as, rice, chalks, pens and sand, and listen attentively to stories. These activities support children's creative, communication, language and literacy development. The children are confident and curious learners, for example, they eagerly ask questions about how they need to look after the caterpillars so that they turn into butterflies. Children take part in activities that help them learn about their responsibilities in caring for their environment. For example, they water and care for their plants and they recycle their food containers.

Through everyday routines, children are developing a good understanding of the importance of effective personal hygiene practices. For example, they wash their hands at appropriate times throughout the day. Through nutritious snacks and providing information to parents about what to provide in children's packed lunches, children are learning about making healthy choices. However, although children have access to water during snacks and meals, practitioners do not provide free access to water at all times, and this means they have not met a specific legal requirement. Opportunities for children to be active are good, which supports their physical development. For example, when playing outdoors children skillfully ride their bikes around obstacles, they throw and catch balls, balance, climb and run with skill. In addition, through painting, drawing, manipulating sand and pouring rice and water, the children are developing their dexterity and coordination skills well. The children have good relationships with practitioners and, because their needs are met, the children feel safe in their care. For example, practitioners explain simple routines to new children, such as self-registration and snack procedures. This provides support and reassurance so that new children gain confidence within the group and results in them settling quickly. The children have a good understanding of how to keep themselves and others safe. For example, they learn how to use equipment in safe ways, such as ensuring the safety mats remain in place when using the slide.

The children behave well. Practitioners provide consistent boundaries, established routines, positive and calm role models for children. Through play, children talk about being kind, sharing and taking turns. This results in children being considerate and respectful towards their peers. The children are confident and have good self-esteem because practitioners praise and value their contributions. The children are learning about diversity, difference and the world in which they live. This is because they talk about differences, celebrate different festivals and traditions and access a good selection of resources that promote positive images of all people in society.

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	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	2
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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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