

Butterhill Playgroup

Inspection report for early years provision

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Inspector	Kerry Iden
Setting address	Butter Hill, Dorking, Surrey, RH4 2LE
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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

Butterhill Playgroup is run by a committee. It opened in 1993 and operates from three rooms situated within the Quakers meeting house in Dorking, Surrey. All children share access to a secure enclosed outdoor area. The setting mainly serves families from the local area.

The setting is registered on the Early Years Register for a maximum of 24 children from two years to the end of the early years age group. There are currently 25 children on roll; the setting receives funding for nursery education. The provision welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

The playgroup operates Tuesday to Friday from 9:15am until 12:20pm; this session is extended until 1:05pm twice a week for an optional lunch club. There are five members of staff working directly with the children. Of these three hold appropriate early years qualifications and one staff member is working towards a suitable qualification. The setting receives support from the local early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the group and show a keenness to be there. Staff also show their contentedness in their work and demonstrate their awareness of each child as an individual. A positive and enthusiastic environment promotes child led play where children particularly enjoy developing their creative play using their imagination. A family feel within the group enables the children to feel secure and grow in confidence. Parents receive general information about their child's time in the setting and links with most outside agencies are well established. The staff team work collaboratively in identify areas for development with the recent focus being on staffing qualifications all staff show a commitment to ensuring continuous improvement within the setting.

What steps need to be taken to improve provision further?

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

- develop the use of the identified next steps in children's development to share these with parents allowing them to be fully involved in their children's learning
- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures and the leader acts as the designated person taking overall responsibility in this area. The setting is made secure throughout the times of its operation. Risk assessments are completed annually through a formal system although daily checklists are completed on all areas of the setting including outside and any action required is recorded. There is a secure system for the recruitment of new staff and the leader takes responsibility, although works alongside the committee, in ensuring all appropriate checks are undertaken and recorded. Informal inductions and annual appraisals are completed on all staff including the leader. These are used to identify positive aspects of their roles, identify further training and areas for personal development. The staff work collaboratively with parents about the safe collection of children from the setting. Children are not released into the care of someone unknown to staff members and parents are requested to notify staff if collection arrangements change.

The leader and staff work well as a team, although they have their own key children, through the sharing of information staff have a good understanding of all children's development within the group. The staff work collaboratively on driving improvement within the setting as all contribute their ideas and suggestions through ongoing discussion and regular meetings. Parents and children are also able to contribute their ideas through being a part of the parent committee, suggestions book or directly to approachable staff. Children make decisions through the session about their play but also around routines such as where to have snacks. The setting value feedback from external agencies and implement changes to have a positive impact on the children. For example, through the development of more natural resources, this has produced a scientific area and the development of large wooden blocks. They therefore show a strong commitment to driving improvement within the setting.

The staff continue to be reflective in the deployment of resources throughout the session. As children choose to spend the majority of their time outside staff compliment their time by introducing additional resources, activities and experiences. Staff use the equipment well in order to gain the desired learning, for example, adapting resources to be of interest to all groups of children. The children are able to make decisions about their play with activities prepared in advance for them and additional items that they can access themselves. The free flow arrangements to the outside area continue to offer children choices. All equipment is of a good quality and fit for purpose, the environment is conducive to learning, safe and well cared for.

The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. Staff work collaboratively with families, and where necessary interagency teams, to ensure each child gets the support they need. They extend their knowledge by completing research enabling them to fully support families. Children are able to value others

within the group and through some activities are starting to be aware of the lives of others within their community. The setting is keen to promote friendly, informal relationships with all groups of parents who report on how they like the family feel within the group and the nurturing style of staff. All parents are encouraged to be a part of their child's time in the setting. They can join the parent run committee to help make important decisions for the group or stay for a session as a parent helper. General information is shared with all parents through newsletters and notice boards, giving some information about the children's time in the group. However the more detailed and tailored information around children's next steps in their development is not yet being shared with all parents on a regular basis. This is also not yet being extended to other early years settings the children attend. However the setting are keen to work with others involved in the children's lives and have developed very good links with local schools and some specialists support services.

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

Children enter the setting happily and easily separate from parents despite the fact it was the first day back after half term. The atmosphere within the group is lively and enthusiastic and the children are excited at the start of the morning. As the session progresses the children settle, becoming calmer and demonstrating good levels of concentration in their play. There is a family feel within the group and all children know each other well. There are some firmer friendships but all children interact with others, know everyone's names and are comfortable with the staff. The children demonstrate very good levels of creativity and imagination. Throughout the morning some children organise themselves well in imaginary games giving each other characters to play. They use the laurel tree as their base, climbing and exploring as part of their adventure. Others use dressing up clothes and props to become superheroes whilst other groups of children use the large wooden blocks to build vehicles as they pretend to travel to London. Staff are skilled in developing their play and join in offering extension and enhancement. They follow the children's imaginary play and use resources around them. Staff organise the brick trolley to push children as they dream up imaginary stops on their journey or use the tunnels and parachutes to make dens to crawl and hide inside. All children have a dedicated key person during their time in the setting; the key persons have a very good understanding of their children and take responsibility for completing records of observations. Through weekly discussions as a team the staff focus on next steps in children's development and share these amongst the staff team; however these are not yet routinely shared with the parents.

The children feel and are safe and secure within the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Staff use visual clues to help the children remember, for example, the ribbons tied to branches of the laurel tree to indicate how high they may climb. This enables children to take some appropriate risks which allows them to build their confidence and physical abilities. Through

discussion children understand the reasons for procedures, for example, how they talk about the need for sun cream and hats on a hot day, knowing the sun can burn their skin. Children also understand the importance of the good hygiene practices employed. They all know to wash hands when snack is made available and are independent in doing so. Staff continue to promote their independence in selecting their snacks and finding a shady place in the garden to sit for their picnic before returning their cups and bowls to the kitchen for washing. Through lunch clubs twice a week, discussion with staff members supports children's understanding of healthy foods as they talk about what they should eat from their lunch boxes first. Fresh air and outside play is a large part of the session and children choose to spend most of their time outside, therefore they are developing a good understanding of healthy lifestyles..

Children are developing well in all areas of their learning and staff have a good understanding of adapting activities to include areas that children wouldn't normally access. For example, using foam to write in or paint brushes and water on the outside walls to promote mark making. Children explore their knowledge of numbers and colours throughout their play as staff use good open ended questions. Group times such as registration support children's skills in adding on and comparing numbers. Through activities inside and out children extend their mathematical concepts such as tower building in the garden as children compare the heights of their towers or in problem solving, using a series of pipes and tubes as they design and build. Children are able to focus on whatever activity they choose to do, demonstrating good levels of concentration and in some cases real perseverance. The behaviour throughout the session is very good, children respond well to any instructions from adults within the setting and are able to share and play alongside each other well. Through group times, children are able to sit quietly; respectfully listening to comments made by others, therefore everyone is able to make a positive contribution to the setting.

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	3

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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