

# Tibshelf Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	206890
<b>Inspection date</b>	27/05/2011
<b>Inspector</b>	Justine Ellaway

<b>Setting address</b>	The Village Hall, High Street, Tibshelf, Derbyshire, DE55 5NX
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**Email**

<b>Type of setting</b>	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

Tibshelf Playgroup is run by a committee. It opened in 1980 and operates from the village hall in Tibshelf, Derbyshire. The playgroup is open on Monday, Tuesday, Thursday and Friday from 9.15am to 11.15am during term time. All children share access to an enclosed outdoor play area.

The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 27 children on roll, all of whom are within the early years age range. The playgroup supports children with special educational needs and/or disabilities.

There are seven members of staff, four of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development is satisfactorily promoted. All of the required information is gathered and most of the documentation is organised to meet the requirements of the Early Years Foundation Stage (EYFS). Systems to evaluate the setting's strengths and areas for improvement are sound. Systems to share information with parents and carers and other settings that children attend are being further developed.

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

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

- ensure that the risk assessment is reviewed regularly - 17/06/2011  
at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- display the certificate of registration (Documentation) 17/06/2011  
(also applies to both parts of the Childcare Register).

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills

- maintain a regular two-way flow of information with parents and between providers to provide continuity of care for all children
- review systems to allow children to show increasing independence in selecting and carrying out activities, for example, at snack time.

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

The designated child protection officer has a sound understanding of her role and responsibilities. She demonstrates a commitment to ensure all concerns are suitably progressed. She has recently undertaken training in this area to update her knowledge and skills. Risks and hazards are minimised during the session so that children can play safely. Staff complete a daily safety checklist when setting up to ensure the environment is safe for children to enter. A written risk assessment is in place and contains relevant information. However, it has not been reviewed within the last year, which is a requirement of the EYFS. The setting has given suitable consideration to checks to determine the suitability of staff, both at the time of appointment and on an ongoing basis. The manager is clear of her responsibility to notify the regulator of any changes to the person in charge or committee to enable appropriate checks to be undertaken. All of the required information is gathered and organised so that it is easily accessible. However, the setting does not currently display the certificate of registration so that parents can see this when they enter the setting.

Space is reasonably well organised to meet the needs of children. For a good portion of the session children have access to both the indoors and outdoors. This promotes their independence. Although toys and resources are laid out for when children arrive, on occasion some areas are not well resourced. This means that children sometimes struggle to extend their play. The setting has a small range of resources that support children's understanding of the wider world, some of which are available during the session. The organisation of staff means that children's needs are met. For example, if children want to move between the indoors and outdoors they can do so freely. There is always a member of staff available to ensure children are given appropriate support and supervision when they go to the toilet.

Links have been established with the other settings that children attend. Meetings take place where children meet the staff. The playgroup is currently in the process of developing a system where information is shared about children's learning and development on a regular basis. This is also the case with regards to parents and carers. They currently get a folder of their child's work and achievements when their child leaves the setting, but do not have regular access during their time at the group. Useful information folders are available for parents to look through, such as information about activities.

A detailed evaluation form has been completed, which the manager uses alongside an action plan. The action plan is clear and useful in tracking what progress is being made on any areas for improvement that have been identified. The evaluation form contains some relevant information about practice and is

reasonably reflective of where the setting is at. On occasion, some aspects of practice described are not fully embedded. The staff team are enthusiastic and committed. They are keen to bring about improvements that benefit outcomes for children.

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

The staff team work well together and provide a friendly and warm environment where children, parents and carers and visitors are made to feel welcome. As a result, children are keen to come to the playgroup and enjoy their time there. They develop their confidence as they are given lots of praise and encouragement. They develop their independence as they choose where they play and who with. Children behave well and are kind and considerate of others. When other children come to join an activity they acknowledge and support this. For example, a child joins others in the play tent and they make space and say the child's name to acknowledge them.

Children use their imagination well and even on the occasion when there are limited resources, they spend time playing. Staff interact suitably during play, for example, a member of staff guides and encourages a child to make modifications to the den outdoors. The child spends a while working out how to raise one end of the canopy.

Children develop their physical skills as they play with large toys and resources and join in with action songs. A child skilfully uses a spoon to lift a small ball, developing their small muscle skills. Children are encouraged to count and recognise shapes. During adult-led craft activities they have opportunities to recognise colours. Most children listen with enthusiasm to stories and attempt to recall what happens. Children learn to recognise their name as they self-register when they arrive.

Although children on the whole operate independently within the setting, at snack time this is not fully promoted. Staff sometimes prepare and serve the snack, missing opportunities for children to do this for themselves. Children develop their self-care skills as they put on and take off their coat for outdoors. They know that they need to wash their hands before they have their snack. They help themselves to their water to ensure they are hydrated. Children operate safely within the environment and listen to instructions from staff. They are careful when moving down the slope to the grass area. Staff plan for visitors, such as people who help us, to promote children's understanding of safety.

Staff record relevant notes of what children can do. These are then added to the child's development file. Although the setting has implemented a system to track children's progress, this is not fully effective. It is hard to see quickly where a child is at within each of the areas of learning. As a result, while staff are identifying some relevant next steps, they are not always fully challenging or extending children through activities.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 17/06/2011
- take action as specified in the early years section of the report (Certificate of registration) 17/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 17/06/2011
- take action as specified in the early years section of the report (Certificate of registration) 17/06/2011