

Carver Road Playgroup

Inspection report for early years provision

Unique reference number 218110
Inspection date 07/06/2011
Inspector Linda Moore

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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

Carver Road Pre-school Playgroup registered in 1992. It operates from a community centre in Burton-on-Trent and serves the local Horninglow and Stretton area. Children have access to a secure enclosed outdoor play area. A maximum of 26 children may attend the setting at any one time. The playgroup opens four days a week, term-time only. Sessions times are flexible and run during the hours of 9.30am until 12.30pm.

The playgroup is registered on the Early Years Register. There are currently 24 children aged from two years to five years on roll. Of these, 21 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and children with English as an additional language. The playgroup employ five staff, who all hold an appropriate Early years Qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this friendly and inclusive setting. Staff are fully aware of children's interests and capabilities and have a good knowledge of how to support their learning and development. A highly stimulating and challenging environment is created through a wide range of activities and experiences. Excellent working relationships with parents mean that children receive a high level of support. The setting has a good capacity to improve as staff reflect effectively on their practice and have a clear understanding of areas they wish to develop.

What steps need to be taken to improve provision further?

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

- create further opportunities for children to have first hand contact with weather, seasons and the natural world
- ensure dates on policies reflect that they have been reviewed and updated.

The effectiveness of leadership and management of the early years provision

The manager and staff work effectively together to provide a warm and welcoming service for children and parents. Robust vetting and induction systems are in place to ensure all staff who work with children are suitable to do so. Staff's individual skills and strengths are recognised and utilised well through the effective delegation of roles and responsibilities. Their knowledge of safeguarding procedures is strong and they have a clear understanding of how to report any child protection concern. This helps to protect children from harm and neglect. Comprehensive and detailed risk assessments are completed for all areas of the

premises, activities and outings. As a result, children play in a safe and secure environment. The premises are bright and cheerful. Play areas are well organised and equipped to encourage children's interest and curiosity and a range of exciting activities are offered. Children have the freedom to explore and this has a positive impact on their sense of well-being and helps with all aspects of their development. Policies and procedures are implemented effectively to ensure the setting runs smoothly. These are revised and updated during committee meetings. However, the dates recorded on policies do not reflect this.

An inclusive environment is provided for all children who attend the setting. Excellent relationships are established with parents to ensure every child's needs are identified and met. The key worker system is used effectively to liaise with parents and carers. Sufficient time is set aside before children start to obtain information about their child's interests and ability and explain the setting's routine. Consequently, the provision meets the diverse needs and interests of the children currently attending the group. Good quality information continues to be shared during the child's time at the setting, through discussion, documentation and displays. Highly effective systems are in place to ensure parents are included in their child's learning and development. 'Care and share' books are used to share information each week about what children are learning and ideas for activities at home. Children are encouraged to loan story sacks and activity boxes to take home and share with their family. Parents are helped to understand more about learning and teaching through 'Chill and chat' sessions. They are invited to come along and find out about important areas such as how and what children learn as they play and how this can be supported. Each child has a developmental profile and these are shared with parents and their views are reflected in records and sessions are arranged where they can discuss their child's learning in more depth. Parent's feedback shows how pleased they are with their child's progress and the level of support and quality of information they receive. Links are in place with other settings. High quality information is passed on and effective arrangements are in place to ensure a smooth transfer for children.

Children's health is well supported. Routines and procedures are in place to ensure all areas of the premises and equipment are kept clean in order to minimise cross-infection. Staff help children learn about good personal hygiene and provide healthy drinks and snacks. The staff team meet regularly to discuss and reflect on their practice and the views of parents and children are taken into account. Self-evaluation systems and audits help staff to identify the setting's strengths and priorities for development. These are well considered and appropriately targeted. As a result, the setting is continuously improving. All of the recommendations from the previous inspection have been completed effectively.

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

Children thrive and make rapid progress in this highly stimulating and welcoming setting. They thoroughly enjoy their time during each session and develop an excellent sense of belonging. Staff are highly motivated and provide rich, varied and imaginative experiences that meet the needs of children exceedingly well.

Staff use quality observations and thoughtful analysis to determine each individual's level of ability and this is used to guide planning. This means that children's progress is carefully tracked to ensure their learning is a continuous journey. Children receive a high level of support and, as a result, form strong relationships with staff and each other. Staff clearly enjoy being with the children and show real enthusiasm and interest in what they say and do. Consequently, the interaction between them is superb. Children develop excellent communication and personal and social skills. They move around with confidence and approach staff with ease to share their ideas.

Children develop firm foundations for literacy and numeracy. They learn about words as the environment is rich in print with signs and labels. When reading, staff use big books so that children can see the text. Children love listening to stories. They squeal with delight as staff make the story exciting and bring it to life using a range of different props. An extensive range of activities are used to help children match, count and recognise numbers and number order. Games are played where they roll a large dice to one another then count the spots and match to the written number. Children enjoy outings to shops where they each have a pictorial shopping list and are encouraged to look for items themselves. They learn to count using real money as they pay for their items.

Excellent opportunities are provided for children to use their creative skills. For instance, they begin by painting freely on paper and then imaginatively take the activity into a different direction by mixing the colours and painting their hands. They enjoy the feel of the paint as they squeeze it between their fingers. They paint the staff's hands and together they make hand prints on paper, one on top of each other, and compare the different sizes, for example, which is smaller and bigger. Children enjoy using junk, glues and paints to make models. Staff place great value on their ideas and constructions by labelling and displaying them for others to see. They begin to handle tools, objects and construction materials safely and with increasing control. Children learn about changes in properties. They make bread and explore the ingredients and observe as they change, for instance, when water is added to flour. They find out what happens when water freezes to ice and how, when heat is added it melts back. Staff encourage them to talk about what is happening and this helps them to think about cause and effect.

Children learn the importance of eating healthy foods and taking exercise. Snack time runs well. They eat in small groups and are encouraged to help themselves. The routine is organised so that they are not rushed and can take as much time as they need. Children have good opportunities to engage in physical activity. The setting's facilities have improved with the recent addition of an outdoor play area that is fully enclosed and has a soft play surface and weather shelter. Children also access the nearby community play area that has a range of equipment to promote large motor skills. They enjoy energetic play indoors too, dancing with ribbons or riding bikes. Consequently, children grow stronger physically and become more balanced and coordinated. Although the outdoor environment is used at times for activities such as den making and reading time, opportunities are missed for children to investigate the natural world, for example, using chimes, streamers, windmills and bubbles to investigate the effects of wind. Children are well behaved and polite. Staff manage children's behaviour effectively. They set clear boundaries

and offer good explanation. As a result, children develop an excellent understanding of what is right and wrong.

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	1

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	1
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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