

Tollerton Playgroup

Inspection report for early years provision

Unique reference number EY411928
Inspection date 28/06/2011
Inspector Judith Rayner

Setting address Tollerton Primary School, Burnside Grove, Tollerton,
NOTTINGHAM, NG12 4ET

Telephone number 01159376908

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tollerton Playgroup has been registered since 1965 and operates from a new purpose built building within the grounds of Tollerton Primary School in the village of Tollerton, Nottinghamshire. The playgroup is committee run. Children are cared for in one group room with direct access to a fully enclosed outdoor play area. Children also have access to the school playing fields. The setting serves the local area, surrounding villages and wider community.

The playgroup is registered on the Early Years Register. It is registered to care for a maximum of 26 children. There are currently 92 children on roll, all are in the early years age range. Children attend for a variety of sessions. The playgroup opens five days a week during term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm. There is an optional lunch club from 11.45 to 12.30pm. Parents are given a choice to the length of time their child attends the sessions.

Currently, 10 members of staff work with the children, all hold appropriate childcare qualifications. In addition, there are four casual staff who cover staff absences. The playgroup is led by a qualified teacher. The setting receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well because the staff have excellent knowledge of child development and superbly implement opportunities, activities and experiences for children to progress in their all-round development. Excellent partnerships with parents and others involved in the care and learning of the child are in place. The comprehensive policies and procedural documents which are shared with parents fully support children's welfare, health and safety. An effective system for reviewing the ongoing development and improvement of the setting contributes significantly to the outcomes for children.

What steps need to be taken to improve provision further?

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

- increasing resources for the outdoor play area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well because the staff are knowledgeable of their role and responsibility to protect children from possible harm. Clear procedures in place, supported by written documentation, highlight the procedures staff take should they have any concerns regarding any of the children in their care. A clearly written safeguarding policy is in place, which is also shared with parents from the onset. In-depth recruitment procedures ensure that all adults working with children are suitable to do so. Rigorous risk assessments and children's safety is given high priority. Thorough visual checks undertaken daily, supported by written documentation, ensure that all hazards are identified and action is taken to minimise risks to children. As a result, children are able to explore safely and independently whilst having fun. Excellent deployment of staff and very effective supervision ensure children are able to try new and challenging activities whilst taking calculated risks. A fully comprehensive range of policies and procedures and in-depth documentation enhance the excellent practice and ensure the safe and efficient management of the setting.

The organisation of the sessions works extremely well. Staff make every effort to support children in settling in to the playgroup and participate in the fantastic range of resources, toys and activities on offer. There is a very good key person system in place to ensure all children receive equal care and attention. Also, all staff know the children well and are very capable of stepping in to cover other staff absences to ensure children's learning and progress is not interrupted. The manager, staff team and committee work very well together ensuring the best outcomes for children are given high priority. Staff have remained at the setting for a good length of time, offering continuity of service for children and their families. Excellent feedback from parents, indicate the value they place on the setting and the care and learning that is provided for their child. A wealth of information, pictures, posters and children's art work is displayed around the setting, promoting a welcoming and informative environment for all. The effective partnerships with parents is further enhanced due to the open house policy where parents may discuss their child with the staff, supported by daily discussions, access to regular newsletters, reviewing of their child's development files, participating in fund raising, and ideas for improvements of the setting. When children move to schools they are excellently supported because of the very successful transitional arrangements that are in place. Regular visits, supported by transitional books with photographs and information about their development, fully inform their new setting and adults.

Children are treated with equal concern and have access to an excellent range of activities and experiences that help them learn about other's similarities and differences. Boys and girls play with the same toys and staff are extremely sensitive to including all children, superbly adapting activities and supporting children's individual stages of development and needs. The setting works extremely hard to promote inclusion. Children with special educational needs and/or disabilities, or who have learning English as an additional language are supported sensitively and their needs fully respected, such as listening to parents'

views and wishes and working effectively with other professionals. The manager, staff team, parents and children are all involved in the self-evaluation process. Before the setting moved premises, parents' and children's views were actively sought. This created a very productive, and huge, involvement of families to ensure the setting was up and ready as many families helped out with removals. The manager, along with the staff team, has great vision and passion to continually improve the outcomes for children. The outdoor area is currently being reviewed to ensure it promotes a welcoming, challenging and interesting area for children to explore and investigate.

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

Children are highly motivated learners. Their independence skills are excellent as they confidently self-select toys and activities of their choice both inside and outdoors. A busy, industrious atmosphere is promoted due to the excellent range of activities and resources that engage children's curiosity and interest as they enthusiastically explore their surroundings. Staff have very solid knowledge of the children they care for and have excellent skills in implementing the Early Years Foundation Stage into practice. They are knowledgeable of child development and clearly understand the importance of tailoring activities to individual children's stage and level of development whilst building on their interests. Children are very happy and settled at the playgroup. There is an excellent balance of child-orientated play and adult-led activities. The playgroup ensures that each child has a starting point where the staff gather very useful information from parents about their child. Observations are regularly undertaken during a variety of activities inside and outdoors, enabling the staff to have a clear assessment of where each child is at in their stage of development. From this, the staff identify what they need to do next to support the ongoing development needs of each child. Attractive development files, containing photographs supported by written information, bring to life what the child has done, achieved and what they will be doing next in their learning and development. Parents are able to contribute to their child's records, supporting and consolidating their learning at home.

Children thoroughly enjoy their time at the playgroup, forming good friendships, with peers and relationships with staff. Their self-esteem and behaviour is very good.

This is because the staff team work incredibly well, ensuring consistent messages are delivered to children on what is expected, and continually praise children on the smallest of achievements. Outdoors, children embrace the fresh air along with exercise, running around, riding trikes and scooters, throwing balls into nets, climbing and sliding on the wooden apparatus and balancing on low beams. Great imaginative play occurs both inside and outdoors. Children dress baby dolls, place them securely in pushchairs, make pretend telephone calls, walk around the room talking about events of home life and family lifestyles and members. Other children use the play house outside to strike up a base to be safe when they involve themselves with a chasing game. Children explore with numbers every day. They

sing counting rhymes, and count the number of each coloured vehicle as they group them according to the colour. The language skills of children is wonderful as they talk with staff about home life, their likes and dislikes of food and requests for their favourite activities, such as movement to music and singing. They sit very attentively, listening to a story brought in by a child, as well as happily exploring books independently.

The free flow between indoors and outside offers children great variety in their independent choice of play. Very good use of all areas is successfully enhanced due to the very effective deployment of staff. Children take out and bring in objects as they extend their own learning, such as the dolls and pushchairs. Great opportunities, inside and outdoors assist children in their construction skills, whether setting up train tracks inside or building with large toy boulders outside. They explore with texture painting on an easel, digging in sand and box modelling as they create their version of an owl. Children's art work and writing skills are displayed around the room, highlighting the achievements of some wonderful mark-making activities and self-portrait drawings. Tubs outside have enabled children to learn how to grow food. Parsley, potatoes, lettuce and tomatoes are being grown and children are also encouraged to taste the leaves of the parsley, heightening their own senses, such as touch, taste and smell. Staff are proactive regarding being involved within the community, for example, the children helped create a monkey display for the village scarecrow competition and won. Snacks are offered during each session. Children make their own choices as to when they would like a drink, raisins or biscuit as well as a variety of fruit. When children stay for the lunch club parents provide the meal which the staff closely monitor to ensure the contents are healthy. Excellent hygiene procedures, promoted by staff, are in place and followed effectively by children. They know to wash their hands before they have food, after they have used the toilet and after messy play. Further practice by children, such as disposing of used tissues in the bin, further prevent the spread of infection. To help children develop the skills they will need for the future they are provided with an abundance of opportunities, such as computers, telephones and shopping tills. They are regularly involved in activities that support their independence skills, such as, self-selecting toys, pouring their own drinks, helping tidy away the toys and participating in fire drills so they learn about their own safety.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

