

Hertford Vale Playgroup

Inspection report for early years provision

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Inspector Teresa Todd

Setting address Hertford Vale School, Staxton, Scarborough, North
Yorkshire, YO12 4SS
Telephone number 07527 582357
Email admin@hertford-vale.n-yorks.sch.uk
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*.

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

Hertford Vale Playgroup is run by a committee of parents and was registered in 1997. It operates from a static classroom in the grounds of Hertford Vale Church of England Primary School in Staxton, Scarborough. Children have access to a secure enclosed area for outdoor play. The setting is open Monday, Tuesday and Friday from 9am to 12pm and Wednesday and Thursday from 9am to 3pm term time only. It serves families in the immediate locality and offers places to children from neighbouring villages if spaces are available.

A maximum of 20 children aged under eight years may attend the setting at any one time. The setting currently takes children from three to five years of age. There are currently 17 children on roll, all of whom are within the early years age range. Of these, 14 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. All of the staff hold an appropriate qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this welcoming and inclusive setting. They are making good progress towards the early learning goals in most aspects of learning because staff effectively monitor their individual progress. As a result children display extremely high levels of confidence and self-esteem and their behaviour is excellent. Good arrangements exist to ensure children's safety and welfare and staff have a clear awareness of safeguarding issues. Excellent partnerships with parents, carers and other early years professionals contribute significantly to children's individual needs being recognised and met. Good systems are in place to monitor and evaluate the provision demonstrating a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further consistent opportunities to promote children's phonological awareness and their knowledge of the alphabetic code through writing.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are good and all required recruitment and suitability checks have been carried out on staff and committee members. Staff update their safeguarding children training regularly. As a result, they know how to record any concerns and seek advice where necessary. Deployment of staff and supervision of children is good which ensures children's safety and wellbeing. Detailed risk assessments ensure all potential hazards are minimised providing a safe yet interesting environment for children.

Excellent partnerships with parents and carers are established resulting in outstanding engagement in their children's learning. Parents and carers complete an extensive 'All about me' booklet and staff use this information to plan for children's individual needs and interests. The exceptionally effective key person system ensures excellent communication between the setting and the child's home via extensive daily feedback and weekly communication diaries. Parents and carers value this highly and comment that it helps them become involved in what their child is doing at the setting. In addition parents and carers are extensively involved in the committee and are extremely active in the setting.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Staff are involved in evaluating and reflecting on practice. Targets set are honest, realistic and build on the good practice already established. Staff are highly committed to working in partnerships with others and are extremely proactive in establishing links with the host school and other local providers which children attend. For example, they regularly attend meetings with and visit other local early years settings to share good practice. This ensures that there is excellent continuity of learning and care when children transfer to or from the setting. The quality and organisation of the environment and resources is good and effectively promotes children's learning and independence. There is a broad range of resources and activities which foster children's understanding of the world around them and promote inclusion, equality and diversity.

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

All Children in the setting are inquisitive and enthusiastic learners. They demonstrate excellent behaviour, independence, confidence, self-esteem and communication skills as they pour their own milk and chat with friends and adults at snack time. This is because the staff are excellent role models and have high expectations of the children. They actively promote play and exploration and children's self-initiated learning. For example, children enjoy experimenting by pouring water on the digging patch and seeing what happens. They confidently use magnifying glasses to look closely at the worms that emerge and with encouragement treat them gently. They eagerly talk about what the worms feel like on their hands, such as 'It's tickly and might bite'. Children develop good skills

for the future as they count confidently, use mathematical language and are skilful in using the computer. They are developing their knowledge and understanding of the wider world through many firsthand experiences in the setting and through regular outings in the locality to a farm, shops and church.

The staff make sensitive observations and assessments of children's learning. These are regularly reviewed and the information is used well to monitor children's progress and identify next steps in their learning. As a result children achieve well in most aspects of learning. However, consistent opportunities for children to practise and extend their phonological awareness and writing skills in planned activities are less well developed.

Children make healthy choices at snack time from a selection of peas, fruit and crackers. They enjoy physical activity and show good coordination and balance as they climb and jump from the climbing frame and ride the wheeled toys. They demonstrate good hygiene practices as they wash their hands before snack and after they have been to the toilet. They confidently explain that this ensures that 'you don't get germs and get poorly'. Children show an extremely strong sense of belonging to the setting and are confident to talk freely to the adults. They demonstrate safe practices in their play. For example, they remember to build only three blocks high and comment that they can hurt your toes if they fall over.

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	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	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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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