

# Farington Playgroup

Inspection report for early years provision

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**Unique reference number**

EY356802

**Inspection date**

11/07/2011

**Inspector**

Charlotte Bonney

**Setting address**

Farington Cp School, Rose Street, Farington, LEYLAND,  
PR25 4GH

**Telephone number**

01772 497 769

**Email**

**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**

Farington Playgroup was registered in 2007 and is run by a voluntary management committee. It is situated in the Leyland area of Lancashire and operates within the school building of Farington County Primary School. The main areas used by the playgroup are the playgroup room and the secure enclosed middle outdoor courtyard. A maximum of 30 children aged from two to five years may attend the playgroup at any one time. The playgroup is open Monday to Friday during term time only from 9am until 3pm. Children attend a variety of sessions.

There are currently 69 children on roll who are all within the early years age group. Of these, 50 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The playgroup is registered by Ofsted on the Early Years Register.

The playgroup employs 14 members of staff. Of these 12 hold an appropriate early years qualification. One member of staff holds a degree in early years and one is currently working towards the same qualification. The deputy manager holds an appropriate qualification at level 4 in early years, five hold a qualification at level 3 in early years and four hold an appropriate qualification at level 2 in early years. The playgroup is a member of the Pre-school Learning Alliance and receives support from the local authority. The playgroup is currently working towards the local authorities 'Steps to Quality' scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Farington playgroup creates an inclusive and welcoming environment where children are respected for their individuality and uniqueness. Most areas within the playgroup are well resourced and overall, staff effectively promote children's learning and development. Overall, activities provided are well planned and capture and sustain the interest of the children. There are strong relationships between staff, parents and carers and other professionals which benefits children. The setting makes good use of self-evaluation and reviews procedures regularly, demonstrating a positive attitude towards continuous improvement.

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

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

- review the planning of activities to ensure that each child's learning journey takes a personal path based on their own individual interests and experiences, with specific regard to their next steps in learning.
- plan and resource a challenging environment to extend and develop children's language and communication in their play.

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

Staff have a clear knowledge and understanding of the policies and procedures to be followed in order to safeguard children. They are effectively deployed and vigilant about children's safety. Detailed risk assessments are also carried out to ensure that the environment in which children play is free from hazards. Robust procedures are in place to ensure those who work at the playgroup are vetted to determine their suitability to work with children. Regular fire evacuation procedures ensure that children know what to do in an emergency. Children are cared for by experienced staff who are qualified and regularly update their knowledge of various aspects of their practice.

Staff are committed to their role, demonstrating a strong commitment to further development. The staff team are all involved in the detailed self-evaluation process and communicate daily and at frequent meetings where planning and children's development is discussed. Previous recommendations have been successfully met and the playgroup effectively meets its own targets. Equality and diversity are promoted and staff are committed to promoting inclusive practice. For example, children can access books and materials that increase their awareness of the wider world and are included in all activities on offer. In addition, the needs of children with special educational needs and/or disabilities are well met.

The playgroup has developed close links with other professionals including the health visitor and the local authority early years team. They effectively support the smooth transition of children going to school by completing detailed transition documents and networking with schools and other early years settings in the area. Parents and carers speak very positively about the playgroup and detailed two-way communication books ensure they are well informed of their child's progress.

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

Children arrive happily at the beginning of session and the different play areas are set up to offer a good range of learning opportunities and experiences. Staff observe the children and keep detailed records in the form of learning stories to record children's progress and achievements. However, the next steps for individual children are not always taken into consideration within planning to ensure that their learning takes a personal path based on their own individual interests and experiences. Due to the staff having a good knowledge of the children the impact on their overall learning and development is minimised. Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities. For example, when discussing how to empty a bucket full of water in the outdoor area staff use open ended questioning. This enabled the children to decide themselves to use watering cans and pour the water back into the water butt.

Children enjoy exploring their creative skills using a wide variety of media and resources in the craft workshop and the paint area. They happily play in the role play area feeding their baby dolls and trying on different school uniforms. The book corner and mark-making area support children's development in language and literacy well. However, resources in other areas of continuous provision to help promote these skills are less well developed. The outdoor area provides a valuable learning space for children. It is well equipped with a good selection of resources, including wheeled bikes, climbing wall and den building equipment. Children experience many opportunities to plant and grow fruit and vegetables and proudly show the produce they have grown. The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example, they are able to freely access threading and counting games.

Outcomes for children are good. They are provided with a wide variety of healthy foods to choose from during snack and meals. They are encouraged to independently serve themselves and to tidy up their own plates and cups when they have finished eating. Children demonstrate good hygiene procedures, for example using hand gel before eating food. Staff discuss with them how to use equipment safely and support them if necessary, for example when using the climbing wall outdoors. As a result children feel safe and move confidently around the playgroup. The experienced staff team provide very good role models, providing a consistent positive approach. For example, children use good manners and are well behaved. They develop valuable skills for the future through their positive attitudes towards learning.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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