

Drifffield Methodist Playgroup

Inspection report for early years provision

Unique reference number	314615
Inspection date	12/07/2011
Inspector	Lindsay Dobson

Setting address	Methodist Church Hall, Westgate, Drifffield, East Riding of Yorkshire, YO25 6TJ
------------------------	---

Telephone number	01377240080
-------------------------	-------------

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

Driffield Methodist Playgroup is an established group that has been providing an early years service since 1973. It operates from a church hall which is situated close to Driffield town centre. It is managed by a voluntary management committee and is a member of the Pre-School Learning Alliance (PLA). The facilities include a main playroom with adjacent smaller room, toilet facilities, kitchen and an enclosed area for outdoor play.

The group is registered on the Early Years Register for 40 children and children attend between the ages of two years and five years. The group is open Monday, Tuesday, Wednesday and Friday, 9am to 3pm, with sessions running from 9am to 11.30am and 12.30pm to 3pm. Children who stay for the full day take a packed lunch. On Thursday they are open from 9am to 11.30am. The group is open during term time only. The group serves the local community and surrounding areas. There are currently 90 children on roll. The group supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs 11 members of staff who work directly with the children. All have early years qualifications to level 2, 3 or 4. One staff member is a qualified teacher with an Early Years Professional qualification. The group receives support from the development workers at both the local authority and the PLA.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this welcoming and friendly playgroup where overall practice is inclusive. Experienced and committed staff work cooperatively together to care for the children, supporting their play and enhancing their learning, ensuring they make good progress. Positive and trusting partnerships are established with parents and carers, ensuring children receive consistent support with their individual care needs and ongoing development. Required documentation and clear procedures are in place to promote children's welfare, and these work well in practice. Overall, staff have established an effective system of evaluation which highlights the group's strengths and identifies areas requiring improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of the self-evaluation processes to regularly seek the views of parents
- ensure all children are fully included in the setting, with particular regard to snack times.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure staff's suitability to work with children. There is a designated safeguarding officer and all staff have attended safeguarding children training to ensure any concerns are dealt with effectively. Staff have a secure awareness and understanding of safeguarding issues and are clear of their responsibilities to protect children. The group has a thorough written policy, plus local safeguarding contact details to refer to should they have concerns about a child. Staff are attentive to children's safety, for example, advising them not to run whilst playing inside. Staff also plan themes and topics to enable children to learn about keeping themselves safe and the possible dangers of playing near water and talking to strangers. There are effective procedures for emergency evacuation, which is regularly practised. A thorough risk assessment programme is in place, with clear arrangements to ensure that reviews are carried out regularly. A well-established appraisal system and clear commitment to personal development mean that staff are well qualified for their roles and ensure that knowledge and skills are kept up-to-date. Organisational plans and routines are well implemented to make sure that all children are supported by a good ratio of adults throughout the day.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the main playroom about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet individual needs. Such discussions are supported by newsletters, the setting's website, text messaging and the sharing of children's learning journeys. Parents are welcomed into the playgroup to share their skills and knowledge, in order to support children's learning. Staff have established effective systems for sharing information with other settings that children attend to support their welfare and development. In particular, transition arrangements for children moving into school are very effective, with reception teachers visiting the playgroup and the sharing of transition forms supporting children's level of achievement. Overall, systems for self-evaluating the setting are effective, with the Ofsted self-evaluation form used as the basis for this process. Staff are clearly identifying the setting's plans for future development. The management and staff team are enthusiastic and committed to continuous improvement. However, they are not regularly providing opportunities for the parents to contribute to the self-evaluation process.

Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the setting, both indoors and in the freely-accessible outdoor play area. These are well organised to allow children to make spontaneous choices and extend their own play and learning. Resources include a good range that reflect positive images of diversity, so that children are aware of their own self-image and that of the wider world. Overall, inclusion is positively promoted throughout the play group. However, at snack times children are not provided with alternatives if they do not like or have an allergy to what they are being offered. Children who have special educational needs and/or disabilities and those who speak English as an additional

language are well supported throughout the setting. For example, some staff have attended language courses.

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

Children are happy and confident, in a caring environment, with many opportunities and activities that promote their development well. They enjoy a very varied range of indoor and outdoor experiences with a good balance of free play and adult-led activities. Children have fun in the setting and high quality interaction from staff enhances their learning through play. For example, staff actively listen to children, ask open-ended questions and extend their vocabulary through lots of conversation. Children communicate well with each other and with adults, using language to negotiate in their play. They seek out their peers and join together in imaginary games, such as role play, cooking in the outdoor kitchen, or trying on dressing-up clothes. They become engrossed in small-world play, such as with the crane and vehicles, and they enjoy plenty of time to play undisturbed. Children's creative development is promoted well as they enjoy singing and music with delightful enthusiasm. They enjoy showing off their artwork, such as drawings and paintings, many of which are displayed on the walls, raising their self-esteem. Children's opportunities for counting are maximised in everyday ways and resources, such as number, shape and size games are available at all times. They demonstrate their mathematical knowledge as they talk to their friends about the size, shape and number of counters they have.

Children thoroughly enjoy the social opportunities that sitting with their peer group brings. For example, they enjoy sitting together at snack time and they use good manners as they eat their jelly and have a drink and a chat. This is also apparent during circle and story time, as children happily join in with the staff and their friends. Children independently access what they need to support their play, engaging in self-chosen challenges. Staff maximise the available space to ensure that all areas of learning are provided for. A well-resourced book area encourages the children to look at books independently with their friends and to listen in small groups to the staff read to them. Children particularly enjoy a story about 'Maisy' joining in with the familiar text. Opportunities for children to develop their physical skills are planned into each session. Free access to the outdoor area allows children to ride wheeled vehicles with developing skill and use their imaginations as they stop to fill up with fuel sold to them by their friend's operating the petrol pump. They have opportunities to plant seeds and are currently excited by the broad beans which are growing well. Indoors, children use the small climbing frame and slide with support from the staff. Children's feelings of self-confidence are reinforced by adults who give plenty of positive praise, smiles and individual attention. Staff clearly know each child's unique personality and preferences and they show a genuine interest in what they say and do.

Children's health is promoted well, with good routines in place to ensure their personal hygiene needs are met. Children independently help themselves to tissues and put them in the bin after use and they understand why they need to wash their hands. Snacks are healthy and children enjoy a range of fresh fruit, crackers,

cereal and yogurt, and they make choices about what they would like to drink. Those children staying to the lunch club are provided with healthy options in their packed lunches by their parents. Children do not attend the setting if they are infectious and relevant information about illnesses is shared with parents. Minor accidents are clearly recorded and all staff have current first aid knowledge. Children behave very well in response to realistic expectations from staff. Good behaviour is emphasised, encouraged and rewarded with stickers, whilst sensitive strategies are used to minimise unwanted behaviour. Children are helped to understand the feelings of others and staff are positive role models, leading by example.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

