

Clutton Playgroup

Inspection report for early years provision

Unique reference number	133095
Inspection date	20/07/2011
Inspector	Barbara Walters

Setting address	The Cabin, Off Station Road, Clutton, Bristol, BS39 5PF
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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*.

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

Clutton Playgroup opened in 1968. It operates from the Cabin Hut in the rural village of Clutton in Bath and North East Somerset. Children have access to the main hall, quiet room and an enclosed outside play area. The group opens Monday to Friday from January through to July, then from Tuesday to Friday from September through to January during school term times. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions and have the option of attending for a lunch session. This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two to five years of age may attend the setting at any one time. There are currently 38 children on roll. Children aged three and four years are funded for free early years education. The setting supports children with special educational needs and/or disabilities. All seven members of staff work part-time. There are two play-leaders who work with the children and hold a level 4 early years qualification and three members of staff hold a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup demonstrates a commitment, to the development and smooth running of the provision. Recommendations from the last inspection have been addressed and this demonstrates the playgroup has a suitable capacity to maintain improvements. The playgroup meets children's individual needs. Staff generally support children's development, and they are making some progress in their learning and education. Friendly partnerships with parents and other early years providers contribute to children's well-being. Effective risk assessments to manage or eliminate risks, and adults' full understanding of safeguarding issues, to ensure children's safety and welfare are lacking.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly, at least once a year or more frequently when the need arises (Suitable premises, environment and equipment) (Also applies to both parts of the Childcare Register)
- 20/08/2011

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

- develop further the use of observation and assessment to impact more effectively on planning and the next steps in children's learning as they progress towards the early learning goals
- update staff's understanding of safeguarding issues and the implementation of the safeguarding children policy and procedure
- develop the organisation of staff so children are supervised at all times and their individual needs are met.

The effectiveness of leadership and management of the early years provision

The playgroup has a sound commitment to ensuring that children are their first priority. All staff and volunteers are checked and systems are in place so that only staff work unsupervised with children. Children are sufficiently safeguarded as the premises are secure and staff monitor the entry of all children, parents and visitors. The designated member of staff for child protection has recently attending training and further training is planned for all members of staff to ensure that safeguarding children is a high priority. The playgroup has developed a clear safeguarding policy to promote children's well-being. However, not all staff have a thorough enough understanding to be able to implement the safeguarding children policy and procedure appropriately to fully protect children.

The playgroup demonstrates a commitment to self-evaluating their practice to identify the areas for improvements. For example, the group is in the final stages of completing a quality assurance scheme and the recommendations from the last inspection have been sufficiently addressed. Staff have attended training, bringing back knowledge to support positive outcomes for children. For example, children enjoy taking part in the Sing-Up activity, where they join in with action and rhyming songs. Staff take some steps to minimise any identified risks. For example, a daily check of the premises is completed before the children arrive. However, children's safety is not fully promoted as the group has not conducted a full risk assessment to reflect all aspects of the premises and the potential hazards children may come into contact with. This is a breach in regulation. Children have sufficient space to play safely in the main hall and enclosed outdoor space. A suitable selection of resources and activities on offer are set out for when children arrive which creates a welcoming atmosphere. This includes floor play with construction toys and small world play and creative table-top activities. Children feel at home in the playgroup because the staff value what they have to offer and all children are encouraged to join in activities. Planned activities help children to begin to develop an understanding of the needs and cultures of people from around the world. Children have the opportunity to develop a sense of community by contributing to an Art exhibition for the local village.

Children's welfare is promoted because the relationships with parents are open and friendly. Parents feel welcome in the playgroup and staff communicate with them at the beginning and end of each session to keep them informed about their child's day. Parents report that staff are friendly and approachable and keep them updated about their children's welfare. Parents are encouraged to take part in the

sessions as a parent helper, which helps them to understand how their children are learning. The playgroup has developed links with other local settings who deliver the Early Years Foundation Stage and other professional agencies, which ensures that all children are suitably supported. For example, staff regularly share information with the local childminders who also care for children, to help support their learning and education.

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

Regular staff meetings are planned so that information about children's care and learning can be discussed and shared by all staff. Generally, children are happy in the playgroup and make satisfactory progress. A sound selection of toys and activities are laid-out on offer, to help support them in their learning. This allows children to independently select the toys and activities for themselves and be independent learners. Staff provide a range of activities and experiences to meet children needs and engage them in play. For example, children enjoy sharing pretend play using the home corner to support their imagination. They represent their experiences at home as they make cups of teas for their friends and prepare the dinner. Children develop their creative skills as they explore colour and take pride in their achievements when they create a butterfly by folding paper together. Children are beginning to express their ideas and are involved in cutting, rolling and shaping the modelling dough into a rabbit. They are beginning to develop their counting skills by counting the rabbit's ears and eyes and candles on the cake. Their learning is generally supported by staff who some ask questions to promote their thinking. However, staff are often involved in house-keeping duties and consequently, children are not fully supervised and their individual needs are not fully supported. Children are beginning to have personal independence and help themselves to food and drinks at snack time. They develop their imaginary play when they use the dressing up, which is attractively displayed on hangers. This allows them to self-select the clothes for themselves which further supports their growing independence. Staff make regular observations of children's achievements and identify some next steps in their development. However, the information gained from the observation is not sufficient to consistently secure staff understanding of children's individual progress. Therefore they do not fully extend children's individual learning and progress towards the early learning goals.

Children generally begin to develop a sense of how to stay safe by responding to guidelines set down by staff. Their understanding of keeping themselves safe in the event of an emergency is promoted through visits from the fire officer. Children are eager to use the outdoor play area and enjoy physical exercise to help keep them in good health when riding the bikes and peddle cars. Weekly yoga sessions help the children to keep fit. Children develop a sound understanding of caring for themselves and taking responsibility by independently washing their hands and using their personal named towel to help limit the spread of infections. A suitable range of different fruits provided at snack time ensure children have the opportunity to experience new tastes. Children are secure and join in and cooperate with their friends. For example, children take part in an activity where

they pass the toy to help them to learn to share. Planned activities help children to consider each other and consequently children play well together and appear happy.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (Also applies to the voluntary part of the Childcare Register) 27/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (Also applies to the compulsory part of the Childcare Register) 27/07/2011