

Derwent Road Playgroup

Inspection report for early years provision

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Inspector

Gillian Sutherland

Setting address

United Reformed Church, Derwent Road, St. Helens,
Merseyside, WA11 9AT

Telephone number

01744 20729

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

Derwent Road Playgroup is owned by the management committee and was registered in 2003. It operates from designated areas in the United Reformed Church Hall. The playgroup serves the local area and has strong links with the schools and the Sure Start community centres. The playgroup is accessible to all children and there is a fully enclosed area available for outdoor play.

The playgroup is open Monday to Friday during school term times. Sessions are from 8.45am to 11.45am on Tuesday, Thursday and Friday for children aged two to three years old. Afternoon sessions are on Monday to Friday from 12.45pm until 3.45pm. Children are able to attend for a variety of sessions.

The playgroup registered on the Early Years Register. A maximum of 30 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. There are currently 56 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The playgroup employs six members of childcare staff. Of these, all hold appropriate early years qualifications. The playgroup receives support from the quality and inclusion team and early years intervention team from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children participate in an extensive range of stimulating and challenging learning experiences and make excellent progress in their learning and development. The skilled and dedicated staff team meticulously monitor the achievements of each child, enabling them to identify their individual learning needs. Staff work very hard to make the most of indoor and outdoor space, and a wealth of age-appropriate resources help create an interesting environment. However, the outdoor space is one area which they would like to develop further and enable children to have greater access to continuous provision. A highly effective partnership with parents and other professionals is well established and contributes to ensuring that each child's needs are extremely well met. An excellent system of self-evaluation ensures continuous improvement is sustained and further enhances the setting's provision.

What steps need to be taken to improve provision further?

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

- explore how the outdoor area may be improved to allow children greater access to continuous provision.

The effectiveness of leadership and management of the early years provision

Children's well-being and safety are prioritised at all times as comprehensive and robust policies and procedures, including safeguarding and staff recruitment, are in place. Daily visual checks and robust risk assessments cover all areas and equipment, enabling children to safely enjoy a wealth of activities. Resources are plentiful, well maintained and stored to enable children to safely and independently select activities for themselves.

Staff are well qualified and attend additional training to develop further their knowledge and expertise. They are fully committed to extending their professional development and attend regular staff meetings and appraisals. Staff are effectively deployed to ensure that children are well supervised and supported at all times. Equality and diversity are well promoted as children access a wide range of resources and activities which expand their understanding of people's differences and abilities. Staff have a good understanding and strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support, this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed, which further promotes inclusion.

Engagement with parents is exemplary. There is verbal two-way exchange of information to ensure each child's needs are identified and met. Information about activities is displayed around the setting and parents have lots of opportunities to participate in playgroup activities. Staff build on the useful information that parents provide about their children prior to care commencing and they make sure that their individual learning and care needs are met with care and attention to detail. They devise and review individual education plans and work closely with therapists and advisors as and when required. They share their extensive knowledge of local primary schools with parents as they select the best setting for their children when they transfer to school. Parents have access to their child's profile at any time and they are given a copy of the playgroup's comprehensive policies at the time of registration.

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

Children are extremely happy and enjoy the time spent in this setting. The bright displays and warm welcome from the staff ensure that the environment is welcoming to everyone. Children eagerly enter the playgroup and set off to self-register their attendance. They then freely access the activities they want to participate in and select resources they want to play with from the excellent range that are available. Staff ensure that children playing outside have access to a similar range and quantity as the ones available inside. For example, role play

resources are available in both areas, as are books, creative activities and problem solving resources. Resources are set out for the younger children in the morning but then changed to meet the needs of the older children who attend the afternoon sessions.

Outdoors, children enjoyed creating a building environment and use the plastic bricks to build with. They had 'hard hats' on and chatted to the staff about what they were building. Using the pretend cement mixer, they talked about mixing water with cement to make the bricks set and stay still. Observant staff support children's emerging conversation skills. Children enjoy accessing the creative activities, both indoors and out, as they 'wash the wall' using some water and a collection of different sized brushes and paint rollers. Creative activities are plentiful throughout the day and children access play dough which has been made by a member of staff who has coloured it with strawberry food colouring. Children talk to each other and to staff about the texture of the play dough but staff also involve the children in a conversation about their sense of smell. Children access easels complete with paints, and role play areas have mark making resources, such as chalks, pencils and crayons. These mark making materials are in the home corner and are used to write out shopping lists, and in their travel agents, where they are used to book a holiday. The older children are practising the songs they will sing for their parents at their leaving show, and in small groups they each take the lead to sing and follow the movements. This is an annual event which all parents look forward to, and children really enjoy showing off their music and dancing skills in this activity.

Children have lots of opportunities to count and problem solve as they access many of the shape sorter puzzles, beads and bobbins to thread, and children are able to identify the shapes of the blocks and puzzle pieces they are using. They also access the computer and age-appropriate games and demonstrate their skills as they carefully manoeuvre the mouse around. They enjoy their den, which is like a tent with walls, and they have great fun as they use torches of different shapes and sizes and follow the beams as they shine the torches around.

Meticulously detailed planning ensures that the individual learning and development needs of each child are well met. It covers all six areas of learning and provides stimulating and motivating challenges for the children in the different age groups. A large wall display reflects summer activities and holidays, and parents have sent in photographs of the children and their family when they were on holiday. This then prompted a lot of discussion between children and staff.

Children follow simple instructions from the staff. For example, when it is tidy up time a certain song is played and this is the same song used for tidy up time at the reception class of the school opposite where some of the children may attend. Staff are excellent role models for the children, offering them praise and encouragement. They ensure children learn about keeping themselves safe as they offer children gentle reminders during their play. For example, staff explain about climbing the slide steps slowly or when using scissors in the craft area to handle them carefully. Children also learn to share and take turns and they participate in fire drills, ensuring the premises can be evacuated safely in the event of a fire or other emergency.

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

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| 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

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|--|---|
| 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 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 |

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