

# Ryandale Playgroup

Inspection report for early years provision

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**Unique reference number** EY419426  
**Inspection date** 15/06/2011  
**Inspector** Vivienne Dempsey

**Setting address** Barley Fields Primary School, Lamb Lane, Ingleby Barwick,  
STOCKTON-ON-TEES, Cleveland, TS17 0QP

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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*.

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## **Description of the setting**

Ryandale Playgroup was registered in 2010, it is a privately owned setting. It was originally registered in 2003 and has recently changed ownership. The group operates mainly from the playgroup room at Barley Fields Primary School in the Ingleby Barwick area of Stockton. The group also uses the school hall for lunch and the studio and various ICT rooms as well as the school nursery room. It has shared use of the outdoor areas.

The setting is registered on the Early Years Register. It is registered to provide care for 48 children under the age of five years. There are currently 84 children on roll in the early years age range. The provision is in receipt of funding for the provision of free early education to children aged three-and four-years-old. It is open each week day from 9am to 3pm. It is open term time only. The setting has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of staff to work with the children, most of whom hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Building strong links with parents is a priority for staff and all children and their families receive a warm and friendly welcome. A wide range of information regarding children's individual needs is collected prior to admission. This enables staff to meet children's care needs and parent's requests very well. Good systems are in place to ensure continuous improvement. The parents, most children and all staff are involved in the self-evaluation process. However, systems to involve the younger children are still in its infancy.

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

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

- develop further formal systems for self-evaluation and include younger children in this process
- ensure children are able to move freely between the indoor and outdoor environment at all times.

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

All staff have a good understanding of the signs and symptoms of abuse. They attend regular training and know who to contact with any concerns. Robust vettings and recruitment procedures are in place, which helps to keep children

safe. Effective risk assessments are in place and the setting works with outside agencies to ensure these are vigorous. Consequently, risks are eliminated and the environment is safe for children to move around freely. Records required for the safe and efficient management of the setting are well maintained and meet the needs of all children well. For example, a record of children's and staff's attendance is in place and accurate. This ensures adult to child ratios are maintained at all times, helping to protect children's welfare.

A good range of resources both indoors and outdoors support children's learning very well. However, access to the outdoor area is sometimes limited, which does not always enable children to move freely between the indoor and outdoor environment. Children enjoy celebrating a range of festivals from around the world. For example, they enjoy celebrating Chinese New Year and Divali. This helps to develop children's understanding of differences and other cultures. Staff work very closely with a wide range of agencies and other professionals to ensure all children are fully included within the setting. They also make sure children with English as an additional language are fully included in the setting. For example, they work with parents to learn keywords in children's own language and take pictures of routines and areas so they can communicate effectively with children to ensure they are involved fully in everyday activities, such as snack and registration.

Staff are committed to developing the service they provide. For example, they attend regular training to extend their knowledge and skills. They also work closely with other providers and advisors to promote outcomes for children, such as developing a smoother transition process between settings. Parents complete regular questionnaires and staff involve older children in the self-evaluation process, helping staff develop the service they provide. However, formal systems for self-evaluation are not yet fully in place. Therefore, priorities for the future are not always clear.

Staff have developed good relationships with all parents. Daily discussions keep parents informed of children's daily activities and care routines. Parents also receive regular newsletters keeping them up-to-date of activities and information about the setting. They comment that staff are 'doing a great job and hope they keep going, as they provide an excellent service'. Regular parents evenings are also held to ensure parents are fully aware of the progress their children are making. Effective partnerships have been developed with other providers and agencies. For example, children enjoy visiting the local school to join in interesting activities, such as French classes and visits from a mobile animal handling company. They also have lunch daily with the school children, which helps to support a smooth transition between the settings.

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

Staff have a good understanding of the Early Years Foundation Stage learning and development requirements and use this knowledge well to ensure all children make good progress towards the early learning goals. They create an interesting

environment that promotes children's learning and development very well. Good systems are in place to observe and assess children's learning and development and observations are used to plan for the next steps in children's learning. 'Floor books' demonstrate how staff are using children's interests to promote their knowledge and understanding of the world around them. For example, children find a spider in the outdoor area and staff promote this interest with a range of books, resources and activities, such as children painting spider webs and making spiders out of a variety of materials. This makes learning spontaneous, varied and interesting.

Children are motivated to learn and access activities and resources with confidence. For example, children understand variations in size as they measure and compare their differences in height, using the height chart. They confidently use language, such as, shorter, taller, bigger and smaller. Staff support children in using a wide range of everyday technology. For example, children regularly use the computer suite in the adjoining school and proudly show parents the print out of the pictures they have designed. This encourages children use everyday technology to support their learning. Children are very well behaved, as staff provide lots of positive praise and encouragement.

Children's health and well-being is fully promoted. For example, staff encourage children to understand the importance of good hygiene routines and children confidently talk about why they need to wash their hands before lunch. Children state they wash their hands because 'they are dirty and we get the germs off'. Children have very good opportunities to develop their understanding of safety as staff arrange regular visits from the local fire service, police and police helicopter. They also take part in regular fire drills and know they 'have to walk quietly outside when the alarm goes, it is very loud'. This demonstrates children have a good understanding of safe practises, helping to keep themselves safe.

## 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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