

Barcombe Playgroup

Inspection report for early years provision

Unique reference number EY422509
Inspection date 05/09/2011
Inspector Alison Weaver

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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

Barcombe Playgroup opened in 196

7. It moved into the current premises in 2011. It operates from one room in a village hall in Barcombe. They have access to other parts of the building. The group opens five days a week during school term times. Sessions are from 9am to 12.30pm. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register only. A maximum of 25 children may attend at any one time. There are currently 23 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Children come from a wide catchment area.

The setting employs five staff. There are four staff, including the manager, who hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, inclusive environment, where staff are fully aware of each child's interests and capabilities and plan effectively to meet their needs and help them achieve. As a result, children make good progress towards the early learning goals. Overall, safety is given a high priority and children's individual welfare needs are met well, so that they stay safe, healthy and emotionally secure. The partnership with parents and other providers is positive but not fully developed to ensure they are working effectively together to support and encourage individual children's learning. The staff team continually reflects on its practices and shows a clear ability to recognise how to bring about positive improvements that benefit children, although this is not always done in a formal way.

What steps need to be taken to improve provision further?

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

- develop further opportunities for the two-way sharing of relevant information with parents and other providers in order to promote individual children's learning and coherence in their education
- improve safety with regard to the carrying out of regular fire drills and the security of the premises both indoors and outdoors
- introduce more rigorous and systematic ways for evaluating practices in order to continually improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their role in safeguarding children. Clear procedures are in place for identifying any child at risk of harm and liaising with the relevant agencies in order to promote their welfare. All adults are suitable to work with children, as rigorous recruitment procedures are carried out. All the required documentation to support children's welfare and meet their needs is in place and well maintained. Robust risk assessments and daily safety checks are carried out to help ensure children stay safe. The setting has a good range of safe and suitable resources that are used well to support children's learning and development, despite the current lack of accessible storage to children. Overall, the environment is safe and supportive for children and they move freely around the play areas. However, the security in their part of the building is not very helpful with regard to promoting their independence when using the toilet area. The safe outdoor area is very well used by the children and there are plans to develop this into a more stimulating learning environment. A small part of the fencing outside is not very robust to prevent children climbing over, although they are well supervised when playing outdoors.

The setting has a wide range of helpful policies and procedures that are reviewed regularly and shared with parents, so that they are aware of the childcare practices. Relevant information is obtained from parents about a child's home background and individual needs, so that the appropriate care and support is given and their needs are met well. There are good processes for identifying any child needing additional support and seeking the necessary outside help to help every child achieve and be fully included. There are some generally informal strategies that keep parents adequately informed about their child's progress; however, these have not been fully exploited to get them more actively involved in contributing to the assessment process and encouraging them to support children's learning at home. Parents are encouraged to share their skills and cultural backgrounds with all the children so that they learn to value and respect diversity. The setting has not yet formed fully effective links with other providers who share the care of some of the children in order to promote continuity in their education.

The staff team works well together and shows a strong commitment to improving outcomes for children in the new premises and an ability to continually evaluate their practices. They accurately identify their strengths and weaknesses and take effective steps to address areas for improvement. They have a number of well focused plans to improve the environment and resources to further promote children's learning. Staff seek outside support and advice and make good use of the information gained to improve their practices, for example, in the recent development of the planning systems. However, the management has not fully developed more formal and rigorous ongoing evaluation processes that include the promotion of individual staff members' professional development.

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

Children are welcomed by caring and friendly staff as they arrive happily at the setting. They show a strong sense of belonging and security as they confidently part from their parents and quickly settle down at activities of their choice. Even new children soon make themselves at home and find their favourite toys. However, the setting has not fully developed ways in which children can safely and freely access additional resources in the new premises to enable them to have more opportunities to initiate their own play.

Children demonstrate that they build strong relationships with adults and peers and behave well. Children proudly display their drawings to adults and benefit from their praise and encouragement. They play well together and are seen calling their friends over to play with them at an activity. They help push each other in the ride on cars and run to join in with a shared activity such as climbing the frame. Children like to sit with adults to look at books together.

Staff interact well with children to support and extend their play, so that they make good progress in their learning and development. Good and effective planning and assessment systems are used to ensure that every child is suitably challenged and that learning experiences are provided that interest them and help them continue to achieve. Children are well occupied and have fun as they learn. They concentrate well at activities and are helped to become independent. They develop the skills they need for their future learning as they count, solve problems and communicate effectively with others. They have varied opportunities to explore and use simple technology. They enjoy investigating the natural world, particularly when they go on walks around the local area. Children learn to play in harmony with those from different backgrounds and benefit from the opportunities to learn about their food, celebrations and language.

Children's physical skills develop well as they enjoy the opportunities they have to play outside in the fresh air when they wish. They actively choose to play outside and have fun climbing on the pirate ship, counting their bounces on the trampoline and kicking the balls to each other. They show good coordination as they move around safely and use their bodies in different ways. Children develop a good awareness of healthy lifestyles as they learn why they need to exercise. They eat healthy snacks and have easy access to drinking water when they get thirsty. Children develop their independence as they pour their own drinks and learn to use knives safely to cut up their fruit. Overall, children adopt good personal hygiene practices and are helped to understand the reasons why these are important.

Children's understanding of safety issues is demonstrated through their play as they confidently talk about dangers and how to keep themselves safe. For example, as they play with the toy iron they remind the adult how to use it safely. They learn to use small and large equipment, such as scissors and the climbing frame safely and independently. Children develop a good awareness of safety when out and about, as they learn how to cross roads and talk about stranger

danger. The setting has not yet carried out any planned fire drills in these new premises to help children and staff be aware of how to stay safe in an 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

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	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	2
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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

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