

Plumbland Playgroup

Inspection report for early years provision

Unique reference number	317577
Inspection date	13/09/2011
Inspector	Andrea Paulson

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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

Plumbland Playgroup was registered in 1990 and is managed by a voluntary committee. It operates from a classroom within Plumbland Primary School in the village of Plumbland approximately 20 miles west of Carlisle. Children have access to an outdoor play area, the school yard and adventure play ground. There is a step to access the classroom and an alternative level access to the rear. Once inside the building, the classroom and adjoining outdoor play area have level access.

A maximum of 15 children under eight years may attend the setting at any one time. The setting cares for children aged from two to five years of age. Children attend for various sessions and generally reside in the local area and extended rural communities. The setting is open five days a week during term time from 12 noon to 3.30pm. There are currently 10 children attending who are within the early years age group, eight of whom are in receipt of funding for early years education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are two members of staff who both hold a qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they actively participate in this inclusive and imaginative setting. High levels of staff interaction ensure that individual needs are met well. Children's health and safety are ensured through consistent practices. Planning for children's learning is comprehensive and well-presented overall. Partnerships with parents, carers and the community are strong and contribute significantly to children's learning and their transition to school. Significant improvements have been made since the last inspection. Effective evaluation identifies and supports further areas for development so demonstrating good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the adjoining outdoor play area to create a rich and varied environment which offers children first-hand contact with the natural world.

The effectiveness of leadership and management of the early years provision

The well-informed and experienced management team ensure that children are well safeguarded. The vetting procedures are securely followed to check that all adults working with children are suitable to do so. Self-evaluation is informed by staff, parents, children and local authority monitoring. As a consequence improvements are made which enhance the provision so that children achieve well. Staff members are well-organised in planning challenging activities for each child and work well together to supervise children well in all areas of the provision.

Indoors the wide range of resources is managed well to create a colourful learning environment where each child has easy access to many interesting experiences. Children also have exclusive access to an adjoining outdoor play area. However, the provision of challenging experiences to help children develop first-hand contact with the natural world is less well developed in this area. The setting works closely with the host school to improve the outcomes for children. For example, access to the large outdoor school yard and adventure playground is timetabled so that children can use this area at each session. The setting also works closely with parents and carers to further promote each child's continuity of care and learning. For example, parents help with fund raising events and form part of the committee which runs setting. Parents and carers speak highly of the staff and the good quality provision. The setting has also developed close links with other schools in the locality which some children move on to. This supports a smooth transition.

The staff team work well together to securely implement the comprehensive and inclusive policies and procedures. Children's unique qualities are acknowledged and valued with staff providing sensitive individual care, for example, when providing a flexible settling in period to suit the needs of each child. Staff members take pride in their work and make a strong team which supports individual play and learning.

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

Children's learning and development are promoted well through staff's secure knowledge and effective planning which ensure good progress for each child. Observations are used well to plan the next steps and are closely linked to all the areas of learning. Staff members are committed to providing each child with stimulating experiences so that they enjoy and achieve well. Activities are often based on children's interests, such as farm vehicles and animals which encourage them to actively participate with enthusiasm.

Children benefit from a good balance of child-initiated and adult-led activities so that they grow in confidence and become more independent as they choose activities. The effective interaction of staff extends their learning during spontaneous play. For example, in matching colours, counting backwards, describing big and small models and recognising spiky patterns. Children's

communication skills are well promoted. They practise linking letters and sounds and recognise simple words such as their name and the labels on resource boxes. They enjoy songs, listening to stories and love reading books. In this way their confidence and future skills are developed well.

Staff pay close attention to developing children's awareness of the importance of good health and physical activity. For example, children are learning how to keep themselves healthy as they discuss which foods are good for them and demonstrate good personal hygiene. They enjoy much physical activity and show developing skills in balancing and climbing as they explore apparatus in the adventure playground. They know that regular fresh air and daylight help them grow strong. Children know how to keep themselves and others safe through good behaviour and careful practices. For example, they clearly recognise the importance of lining up quietly to move from the play room and of using equipment safely. Well resourced activities provide children with good opportunities to develop their awareness of their own environment and the wider world.

Children's social skills, such as sharing and turn taking are effectively promoted. For example, their computer play is timed so that each child has fair access. Children also learn to consider others as they help put coats on and share snacks. Good standards of behaviour are evident within the setting. Children play well together, follow the good role models of staff in using good manners and have fun helping each other to dress up. The warmth and friendliness of staff help children to feel valued and grow in confidence and self-esteem in this stimulating environment. This lays a good foundation for future learning.

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
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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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Annex B: the Childcare Register

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