

Milton Mount Playgroup

Inspection report for early years provision

Unique reference number	113602
Inspection date	12/09/2011
Inspector	Ann Moss
Setting address	Milton Mount Community Centre, Milton Mount Avenue, Pound Hill, Crawley, West Sussex, RH10 3DY
Telephone number	01293 884312
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Milton Mount Playgroup is a community group managed by parents whose children attend the setting. It opened in 1992 and operates within Milton Mount Community Centre, which is situated in the Pound Hill area of Crawley. The playgroup has the use of a large hall, with toilet facilities and a kitchen area. A maximum of 30 children may attend the playgroup at any one time. The playgroup is open each weekday from 9.30am to 3.30pm during school term time only and Wednesdays from 9.15am to 3.30pm. The playgroup offers additional afternoon sessions as numbers increase during the academic year. All children have access to an outdoor area. Children come from local and surrounding areas and attend a variety of sessions. The playgroup supports children with special education needs and/or disabilities and also supports children who speak English as an additional language.

Milton Mount Playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 30 children from three to five years. There are currently 53 children in this age group on roll. Of these, 36 children receive funding for early education. The playgroup employs five members of staff on a full time basis. Of these, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup provides a happy, inclusive and well resourced environment, where children are settled and enjoy their play. The arrangements for promoting children's learning and development and maintaining all required documentation are mostly effective. The partnerships forged with other professionals and parents contribute appropriately to children's experiences. The capacity of the setting to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure a full risk assessment is carried for each type of outing (Safeguarding and promoting children's welfare) 24/10/2011

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

- improve assessments to identify areas of learning covered in order to plan the next steps in each child's developmental progress, and regularly review this approach
- improve staff deployment to enable practitioners to observe, support and extend children's learning and development at all times

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately in a range of ways. For example, the completion of rigorous recruitment procedures ensures children are safeguarded. Background checks are completed making sure staff are suitably qualified, experienced and vetted. Induction for new members of staff and volunteers ensures they become familiar with the settings routines, policies and procedures and can implement them appropriately. Most of the staff have been trained in local child protection and have the skills and expertise required. As a result, staff are aware of what steps to take in the event of a safeguarding issue. Staff are encouraged in their professional development and attend regular training and workshops, helping to keep them informed of current practices and subsequently benefiting the children. Security is well considered and effective risk assessments and daily checks ensure that the premises are safe and secure, although, currently records do not include the assessments the staff make of all outings undertaken by children. Routine emergency evacuation drills help to raise children's awareness of keeping themselves safe from harm. Staff keep all of the required records that promote children's health, safety and well-being.

Staff work well together and support each other; creating a warm, welcoming atmosphere where children can feel safe and secure. Recent management changes have meant that staff have been motivated to share a collective approach to making improvements in the setting. For example, they share the responsibilities and are starting to assess the outcomes for children. Staff have regular team meetings to discuss how best to improve practice so that they are able to meet the needs of every child. Policies and procedures have recently been reviewed and staff are planning to assess these to ensure they accurately reflect the service the playgroup currently provides and their plans for the future. Most of the recommendations set at the previous inspection have been met.

Space is used well to create an accessible environment where children freely select from a good range of resources covering all areas of learning. Deployment of staff is sufficiently sound. However, at times, while focussed in small group activities, opportunities for staff to observe and support other children are limited. This results in planned goals in learning and development not being achieved consistently enough.

Staff have a satisfactory knowledge of each child's background and needs. Support for children who are learning English as an additional language is developing as the staff value linguistic diversity. Following discussions with parents, staff take time to note some numbers, key words and phrases in the Chinese, Polish and

Tamil language, and ensure children have some opportunities to use, hear and see their home language in the setting. Activities and events which enable children to learn about different cultures are also provided. Staff demonstrate a commitment to inclusion and work closely with parents and other childcare professionals, when necessary, such as the First Team.

Staff have established a generally positive relationship with parents and carers. They make themselves available to speak to parents about their child's day and take account of important issues. Regular newsletters keep parents and carers up-to-date with the main events that are taking place and there are some general strategies to help parent and carers support their children's learning. Parents comment positively on the playgroup. They state they are happy with the service provided and they feel fully informed of all the information relating to their child's care and learning. Staff have established partnership with others provider's involved in the children lives, for example, schools and other professionals.

Both the management and the staff team demonstrate a strong commitment to making continuous improvements. Areas for improvement, such as the development of the outdoor area, have been identified through discussion and the completion of the local authority annual quality improvement review and Ofsted's self-evaluation form.

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

Provision for children in the Early Years Foundation Stage is satisfactory as the staff have a sound understanding of the learning and development requirements and guidance. They use a reasonable range of teaching methods and resources to plan and provide a range of activities and experiences to meet children's needs. Staff observe children at play and assess their abilities. However, assessments are not sufficiently linked to the areas of learning. Consequently, their use in planning is moderate and generally consistent in quality.

Children enter the setting happily and separate easily from their parents. Staff know children and their families well and offer sufficient levels of support and reassurance, particularly for those children who have recently started to attend. Some children demonstrate good levels of independence and confidence, they hang-up their coat on an individually named peg and self-register using a photograph of themselves. The good organisation of the environment enables children to work and play independently and purposefully. For example, children can freely access a wide selection of resources displayed on table tops and clearly picture labelled low storage units. Designated areas, such as music, graphics and role play provide opportunities for children to be creative. A cosy book corner arranged with educational posters and photographs is used to entice children to explore the wide selection of available books and to listen to stories. As a result, the vast majority of children are engaged in purposeful play and self-initiated activities.

Some children confidently initiate conversation and ask questions such as 'who are you' and 'why are you here?' They show interest in what adults are doing and an ability to talk about what they have seen. Some children demonstrate their competence to problem solve as they build and construct, on both large and small scale. They confidently sort resources into different boxes as they take some responsibility for clearing away activities. They show an awareness that counting determines quantity and can name common shapes and match according to colour, shape and size and persevere as they put a simple puzzle together. Some children show interest in programmable and interactive toys. They perform simple functions that cause things to happen, such as pressing buttons to give direction. Children's creative development is supported through a range of activities, such as music and rhyme, painting and drawing. For example, children paint their own creation and some confidently write their own names using clearly formed letters.

Children's self-care skills are developing well. Staff praise children's efforts to manage their own personal needs. For example, children know to hand wash at key times and require little help to put on their own coats. Children have first hand contact with the weather and seasons. They show a good awareness of time and temperature as they explore the effects of falling rain on outdoor water play and know when to return inside, helping to keep themselves safe from possible harm. Children initiate opportunities to practise their physical skills and play outside every day as part of a healthy lifestyle. They wheel tyres, run, and jump, throw and catch balls demonstrating increasing physical abilities. Occasional outings to local places of interest help children to develop curiosity and learn about the local environment. The activities children participate in help to develop their skills for the future.

Children play well together and most are confident communicators, the older children enjoy sharing their thoughts and ideas as they laugh and chatter together. They are able to cooperate and negotiate to initiate role play scenarios and maintain harmonious play. Children share toys and resources fairly developing manners and respect for one another. Behaviour management is dealt with sensitively, helping children to learn right from wrong. The health and well-being of children is promoted through daily routines, activities and education posters, which promote discussion. They eat fruit at snack time and carefully pour their own drink from suitable sized jugs. Mealtimes are social occasions when children sit together with staff. Children bring a packed lunch, provided by parents ensuring their dietary needs are met.

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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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