

Clifton Playgroup

Inspection report for early years provision

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Inspector

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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

Clifton Playgroup was registered in 1992 and re-registered in 2011 due to a change of ownership. It operates from a portacabin in the grounds of Clifton Bridge Primary School. The playgroup serves the local area and has strong links with the school. The playgroup is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are Monday, Wednesday and Thursday 8.45am until 11.45am and the 12.15pm until 3.15pm. Tuesday and Friday 9am until 12noon and 12 noon until 3pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 20 children may attend the playgroup at any one time all of whom may be on the Early Years Register. There are currently 54 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs seven members of child care staff. Of these, all hold appropriate early years qualifications to level two, three and four. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children individual needs are met extremely well within this inclusive environment. The staff's comprehensive knowledge of each child's needs enables them to effectively plan an excellent variety of interesting and challenging activities that encourages their natural curiosity to learn. This results in children making consistently excellent progress towards the early learning goals. Robust systems for self evaluation have evolved which enable management and staff to monitor the effectiveness of the provision and therefore, plan and provide an exceptional service for children and their families. Safety both indoors and outdoors is of paramount importance and staff are vigilant at all times to ensure children's welfare is maintained.

What steps need to be taken to improve provision further?

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

- develop further staff knowledge and skills within the childcare field to continually enhance practice and therefore have a continual positive impact

on children's learning.

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management within the playgroup is infectious and impacts greatly on the staff team who, as a result, are confident, enthusiastic, and their skills and abilities compliment each others. Their understanding of the Early Years Foundation Stage enables them to implement it effectively within the playgroup and provide excellent learning experiences for children. Management and staff demonstrate a comprehensive knowledge of safeguarding procedures and are committed to protecting children from abuse and neglect and they effectively implement the Local Safeguarding Children Board procedures. Robust recruitment and selection procedures ensure all staff working with children are suitable to do so. All visitors to the setting are asked for appropriate identification and they are supervised at all times. Comprehensive risk assessments are undertaken by staff and children and daily routines that support children's safety and well-being are excellent. All required documentation is in place and supports children's health, safety and well-being. Children consistently benefit from good adult ratios, records of any accidents or incidents involving children are clear and informative and countersigned by parents. Comprehensive policies and procedures provide excellent guidance to staff, and concise information for parents.

There is a strong culture of reflective practice within the setting and management, directors and staff are actively involved in monitoring the ongoing effectiveness of the provision. Self-evaluation is used extremely well and focuses on identifying improvements that will maintain high quality outcomes for children. Management and staff gather information both verbally and in written form from parents to ensure plans for the future take account of their views. Staff use their own appraisals and staff meetings to evaluate their own practice, monitor the environment and plan for the continual development of the service provided. They are continually developing their knowledge and skill base through training both 'in-house' and through the local authority.

Partnerships with parents, carers and others involved in supporting the needs of individual children are excellent. Extremely effective information sharing ensures staff have a thorough understanding of each child's individual needs on an ongoing basis. Excellent systems for communication have been developed through newsletters, verbal discussion each day, parent's consultations and the use of daily diaries for the younger children within the group. Parents and carers receive comprehensive information about their child's achievements and are actively encouraged to become involved. Staff involve them in their child's learning by suggesting simple activities they can do at home which compliments the activities their children are involved in at playgroup. Parents are encouraged to share the activities and learning their child has been involved in at home which is included in their child's learning journals. Staff have extremely good experience of working with other professionals to support specific learning and development needs. There is a strong relationship with the local early year's department and other professionals such as the Area Special Needs Coordinator. Key professionals

involved in a child's life are welcomed into the setting to ensure the individual needs of children are consistently met. Staff are proactive in involving all children and families within the playgroup especially where English is an additional language. Effective systems are in place to ensure key words are known by staff and visual timetables enable all children to understand and follow the routines of the day.

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

Children's welfare, learning and development are effectively supported as they consistently progress towards the early learning goals. Staff make excellent use of their observations of children to plan activities that support their individual development. Children's interests are identified and staff ensure that resources are well organised to support these. Children gain high levels of confidence when using computers and programmable toys, for example, when engaged in games on the computer, continually developing their counting skills and recognition of colours and shapes. Staff are mindful of the importance of further developing children's skills for the future and they are actively involved in recycling within play and also when in the garden area where they use compost when growing fruit and vegetables. Children understand the importance of sharing and taking turns and their behaviour is excellent. Staff are extremely good role models and encourage children to care for and respect each other. They learn to take turns and share the resources and staff praise them for their progress and achievements. An 'Achievement Tree' within the playgroup enables staff and parents to acknowledge the great things children have done which is shared with their peers. This develops their self-esteem, personal confidence and feeling of security.

Children's enjoyment of the outdoor learning environment is enhanced as they learn to care for living things, for example, through the incubation of eggs, the care of the very young chicks and then taking them back to the farm which they visit regularly to see the chickens now fully grown. They are actively involved in planting a variety of vegetables and fruit in the vegetable plots and watering, feeding and monitoring their growth. From here they develop their understanding of mathematical concepts by measuring and comparing the foods as they grow before picking them to make foods to eat at playgroup, such as carrot and coriander soup that also links to their favourite. Children's understanding of healthy eating and the importance of physical exercise is continually enhanced and they enjoy lots of physical activity both indoors and outdoors. They use the school hall and outdoor environment for physical exercise and learn the importance of warming up and cooling down before and after exercise, discussing the changes to their heartbeats and the importance of drinking to stay hydrated.

Children are supported extremely well as they learn the importance of personal hygiene and develop independence in managing their own needs. They learn the importance of washing their hands at specific times during the day, for example, washing their hands after playing outdoors, before lunch time and before any cooking activities and after using the bathroom. Staff support children in gaining these skills.

Processes of monitoring children's progress in learning are extremely effective in recognising their individual achievements, and identifying the next steps in each child's learning. Children are eager and enthusiastic learners and are very confident communicators, keen to share their thoughts and ideas with staff who are responsive to their interests, adapting activities accordingly. Children's creativity is continually encouraged and a wide variety of paper, pens, felt tips, hole punches, sellotape and glue are freely available to enable their creativity to flourish. They are actively involved in story time and re-enact well known stories. They use actions to reinforce the story and excitedly recall what they have done afterwards. Children's understanding of their own safety and that of their peers is constantly reinforced. They take an active role in assessing risks when on outings and understand the importance of staying with partners when walking and listening carefully at all times.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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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