

# Fortyfoot Play Group

Inspection report for early years provision

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<b>Unique reference number</b>	122561
<b>Inspection date</b>	26/09/2011
<b>Inspector</b>	Christine Clint

<b>Setting address</b>	Fortyfoot Hall, Fortyfoot Road, Leatherhead, Surrey, KT22 8RY
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<b>Type of setting</b>	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

Fortyfoot Play Group is a committee run group. It opened in 1975 and operates from the Mencap Hall in Leatherhead in Surrey. The playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children in the early years age group may attend the playgroup at any one time. The provision operates from Monday to Friday during term time, from 9.15am to 12.15pm. Children use the large main hall and an additional room. There are cloakroom and kitchen facilities and a large enclosed outdoor play area.

There are currently 24 children on roll in the early years age group and the playgroup provides funded educational places three- and four-year-olds. Children come from the local community and the playgroup is closely involved in community events. Children with special educational needs and/or disabilities are supported and also children who speak English as an additional language. The playgroup employs six members of staff who all hold an appropriate early years qualification. The setting has close links with the local early years network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup has a committed level of team work in organising and planning the provision. The manager and staff work closely with the committee and parents to meet the needs of individual children attending and to promote their welfare. Consequently, children make good progress in their learning and development. There are generally well-established systems throughout the provision for maintaining children's safety. There is a clear and focussed emphasis on self-evaluation. The playgroup is continually driving improvement and, overall, observation and assessment systems for children work well.

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

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

- ensure parents are provided with a copy of the safeguarding children policy (Safeguarding and promoting children's welfare) 10/10/2011

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

- improve systems to monitor children's development, through accurate and

- consistent record keeping, for example
- further develop the opportunities for parents and other carers to see and contribute to children's records of learning.

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

The playgroup has developed a full range of policies and procedures to meet the regulations and records show that these are reviewed regularly. Staff show a clear understanding of how to help protect children at all times and they continue to update training in safeguarding regularly. The playgroup has developed thorough systems for checking all staff and volunteers. Systems for staff induction and regular appraisals are in place. The playgroup completes a daily risk assessment of the premises and this is recorded with extra notes to confirm, for example, when the fence was mended. Children's outings are planned in advance and prior visits to minimise risks are completed. All required documentation is in place and up-to-date, although the safeguarding policy is not provided for parents, and this is a breach of requirements.

The playgroup has made strong improvements in many areas since the last inspection. The manager and staff have changed the ethos of the group in providing a wide range of choice and challenge for children, and also by increasing their freedom to play indoors or outdoors for the majority of the session. Staff have attended a variety of specific training and routine observation and assessments of children's progress is now ongoing. The playgroup shows foresight and focus on driving improvement. They complete a detailed self-evaluation which includes the views of parents. Findings from other quality checks have also helped to make improvements, for example, encouraging children's use of books by placing these in other areas of the room to link with various activities and promote children's interest.

The playgroup is very well-equipped and resources are easily accessible to children. Staff spontaneously provide any play equipment children ask for or they include items instantly when they recognise a specific interest. For example the introduction of hobby horses was instigated by staff observing children's play. The playgroup has an open and positive attitude to encouraging children's understanding of diversity. Posters are displayed throughout the setting which show children and families of different cultures. Staff members speak other languages to help with translation when children are learning English, and the playgroup includes a variety of festival celebrations throughout the year. There are very dedicated links with other agencies to promote the learning needs of children with special education needs and/or disabilities.

Partnership with parents is valued and strongly encouraged through the formation of the parents' committee. Parents come into the setting regularly at arrival and collection times. Meetings are planned in advance to discuss children's progress or individual needs. Parents are very happy with the dedicated care and the individual attention of key worker staff. They have regular newsletters and information available in the entrance area. The playgroup has close links in the community,

especially with other hall users and local schools. There are established routines to share information when children transfer to school and reception teachers visit the playgroup. Children's understanding of their local community is promoted through visits from doctors, police and other professionals.

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

Children enter the playgroup eagerly. Staff are well-deployed to encourage and support them with creative activities, for example, such as sponge painting and modelling dough. Some children show high levels of confidence and freely make choices from a wide variety of resources within the rooms. Those who are still settling are supported well by parents and staff. Children happily complete puzzles at the table, where staff help them recognise shapes and colours. Others make repeat patterns with elephant shaped sponges and hand prints or enjoy free painting. Children use their imaginations as they ride the hobby horses and laugh as they select hats to wear. They settle on the mat with the toy farm and talk to each other while arranging the animals and buildings. Most children know the routines for choice and free play and they show immediate enthusiasm for outdoor play when the doors are opened. Some younger children are gently guided by staff, who suggest reading a story or using the computer. They show delight in seeing their image on the computer screen, promoting their interest in information and communication technology. Children have good relationships with adults. They are developing listening skills and respond well. They follow instructions and know that when the bell rings it is time to join together for singing and action games, and they participate with enthusiasm. Children enjoy choosing the story they prefer, depending on their age and concentration span, as they split into two groups. This enhances children's concentration, understanding and enjoyment. Older children show how well they know the story by joining in with the rhyming phrases.

Key staff show effective and competent understanding of their children's individual needs and next steps in their learning. However, these are not always transferred to children's learning journals to ensure all staff are aware of children's planned progress. Parents are aware of their children's learning journals, although they do not have opportunities to read them regularly or to contribute to them. Children are safe and secure within the setting because they make decisions for most of the session and they know and understand the playgroup rules. They are becoming independent in using the toilets and hand washing facilities. Staff reinforce hygiene by talking to children about hand washing, and by using hand gel. Children follow the snack time routines well, organising themselves and learning about healthy choices. They sit together, taking turns and sharing the fruit and socialising. The well prepared routines for promoting hygiene are clearly understood by older children because they take responsibility for finding tissues to wipe their nose and understand that they must be put in the bin. Children are learning about keeping themselves safe while increasing their physical skills. They run and hide in the outdoor play area, using the banks and pathways. They practise with balls and ride apparatus. Children help to build the indoor balancing beam with large plastic

bricks and they take turns during the session to walk along the construction. Children are often reminded of the rules of not running indoors. Children learn how their bodies work. For example, they balance on stilts and take part in moving their bodies, sometimes using ribbons to dance to music. They exercise, stretch and wiggle before settling together at group time.

Children show an interest in counting and recognising quantity. They count the pegs and can identify and count all those of one colour. They learn to count when clapping after singing happy birthday and listen to stories that include numbers. Children are beginning to understand words that signify size because staff explain the word 'enormous' during the story about dinosaurs. They learn new words which are often linked with topics or activities. For example younger children learn about caterpillars and butterflies. They recognise the world around them and how the moon changes shape, learning that this is called a 'crescent'. Children use magnifying glasses to see close up images. They use natural resources frequently in the garden through raking leaves and using natural items to create pictures and collages. Older children are beginning to work together, taking turns with play equipment and younger children are being introduced to sharing resources. Staff use gentle explanation and visual timers effectively to encourage children share and be responsible for their own actions. Children's growing awareness of positive contribution is encouraged by their strong links with the wider community and the visits from professionals in the area.

## 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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide parents with a copy of the written statement of safeguarding procedures (Providing information for parents) 10/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Providing information to parents) 10/10/2011