

Tenacres Little Folk Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

Tenacres Little Folk Playgroup opened in 1979 and re-registered in 1992. It is run by a voluntary management committee. It operates from facilities within an outreach children's centre, which is attached to Tenacres First School in Winyates, Redditch. Children have access to an enclosed outdoor play area and to the school playing fields. The playgroup serves children and families from the local and surrounding areas.

A maximum of 35 children from two years to five years may attend the playgroup at any one time. There are currently 33 children on roll, all of whom, are within the early years age group. Children attend for a variety of sessions. The playgroup opens Monday to Friday from 8.55am to 3.10pm. The playgroup operates during school term time only.

The playgroup has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The playgroup is registered by Ofsted on the Early Years Register.

There are eight members of staff who work directly with the children. Of these, five hold National Vocational Qualifications (NVQs) at level 3. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are motivated, work successfully as a team and strive to offer an inclusive and welcoming service where the uniqueness of each child is recognised and celebrated. Children are happy, confident and eager to learn. They make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their interests and learning needs. Staff have established excellent partnerships with parents and carers and as a result, children's needs are fully supported. Most policies and procedures are in place and implemented effectively to support children's learning and well-being. The manager and staff clearly demonstrate a positive attitude and a good commitment towards the sustained and continuous improvement of the playgroup.

What steps need to be taken to improve provision further?

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

- improve assessment procedures to ensure information gained through observation is regularly evaluated and used to identify the next steps in a child's learning

- improve the organisation of snack-time in order to fully maximise children's independence.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding of child protection procedures and, as a result, children are effectively safeguarded at the playgroup. The named person for safeguarding has successfully completed their safeguarding children training. The playgroup has also made a commitment to ensure that all staff complete their introduction to safeguarding training. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Written fire procedures are in place and staff ensure that children engage in regular emergency evacuation procedures. Staff routinely verify the identity of all visitors to the setting and are vigilant about the safe arrival and collection of children. Yearly risk assessments are completed and reviewed. Daily visual checks are also completed to ensure that any potential hazards to children are minimised. The deployment of resources is good. For example, staff are successfully deployed to support the children's care and well-being and make good use of space both indoors and outdoors.

The dedicated and experienced staff team work successfully together to ensure the smooth day-to-day running of the playgroup. Staff are positive role models and strive to improve their practice. The playgroup's self-evaluation system, together with parent questionnaires, helps staff to enhance and further develop this already good provision. Recommendations made at the previous inspection have been addressed. There is a pro-active and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background and, as a result, children are fully included and integrated into playgroup life. Staff are committed towards continuing their own professional development and have ongoing opportunities to attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. Regular staff meetings provide valuable opportunities for staff to evaluate the effectiveness of activities and reflect on their practice, while yearly staff appraisals encourage continued professional development of all staff.

Partnerships with parents and carers are outstanding. Parents are warmly welcomed by staff, who dedicate time getting to know them and their families. Parents are invited to attend the playgroup before their child starts and also receive good quality information about the running of the playgroup. The effective key person system and the informal exchange of information at each session ensures that children's changing needs are consistently met, particularly for children with special educational needs and/or disabilities and those who speak English as an additional language. Parents are invited to attend parents evening, where they are able to discuss their child's progress and achievements. During the inspection parents expressed excellent views about the playgroup. Comments included, 'we are kept well informed about our child's progress', 'the manager and

staff are approachable and very supportive', 'we would highly recommend the playgroup to other parents' and 'communication is excellent'. Staff work successfully in partnership with other early years professionals at the host school. This ensures that all children have a smooth transition as they move from the playgroup into school.

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

Children benefit from a welcoming and child-friendly learning environment. They show great enthusiasm as they arrive at the playgroup and quickly become absorbed in their favourite activities. They have developed meaningful relationships with their peers and are supportive of each other's needs. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the playgroup information about each child is gathered through discussion with parents and carers. Consequently, children are cared for according to their parents' wishes. The effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff have a good knowledge of children's needs and interests as they observe and record information each day. These observations are collated in the child's individual learning record, along with examples of the child's own work. However, these records do not clearly demonstrate how information is evaluated and used to identify children's next steps in their learning. These folders are formally shared with parents at parents' meetings, and are available for them to see at any time.

Staff skilfully support children and demonstrate a good understanding of the Early Years Foundation Stage framework. Consequently, children make good progress in their learning and development. Children thoroughly enjoy their time at playgroup and engage in a wide range of stimulating and challenging activities. They are developing a love for books as they freely access a range of picture books in the cosy book area, they sit on floor cushions and enjoy sharing books with their friends. They thoroughly enjoy story time and concentrate well as they listen to the story about the owl babies. There is enormous excitement as one group of children engage in a junk modelling activity while others knead, roll and shape some pink dough. They enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as they tunefully sing 'Five Little Ducks' and 'Wind the Bobbin Up'. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year, such as Christmas, Chinese New Year and birthdays. Children's creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media, such as dough, paint, sand and water. At the sand tray children explore the sand, they talk about how it feels and make marks as they run their fingers through it. They dig with spades and experiment with sieves. Their understanding of numbers, size and shapes is developing well through everyday activities. For example, they count how many children are present, talk about the big and small boxes and identify the round pastry cutters. Children enjoy being in the fresh air and relish outdoor play

activities. They throw, catch and kick balls, competently negotiate the sunken tyres and play games, such as "What's the Time Mr Wolf?". They have good opportunities to explore the natural environment. For example, they engage in nature walks and collect fallen leaves, twigs and acorns to make beautiful collage pictures. Children also benefit from visits to Arrow Valley Country Park, Hatton Country World and Umberslade Farm Park.

Children's understanding of healthy eating and healthy lifestyles are promoted exceptionally well in the playgroup. They enjoy healthy snacks, relish physical play opportunities and engage in discussions with staff about what foods are healthy for them. Parents also receive a brochure regarding ideas for healthier lunch boxes which contains excellent information on how parents can also promote healthy eating with their children and families. At lunch time, children bring in their own packed lunches and enjoy a very sociable break sitting around the table chatting with staff and their friends. However, during snack-time there are missed opportunities for children to develop their independence skills. Children develop a sense of belonging at the playgroup. They are well-behaved and are learning the difference between right and wrong. They have learnt the simple rules of working happily with others, and as a result, they share, take turns and show consideration for each other. Effective hygiene procedures minimise the risk of cross-infection. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment and as they engage in regular emergency evacuation procedures. Children demonstrate that they are acquiring skills that will help them in the future and prepare them well for their transition into school.

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	1

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	1
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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