

Toybox Playgroup

Inspection report for early years provision

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Inspector Catherine Hill

Setting address Wakehams Green Community Centre, Heathfield, Pound Hill, Crawley, West Sussex, RH10 3NU
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Type of setting Childcare - Non-Domestic

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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

Toybox Playgroup has been registered since 1992, although it has been established in the local area for many years. It offers sessional care and operates from Wakehams Green Community Centre in Pound Hill, Crawley, West Sussex. The playgroup serves the local community. Children have access to a large hall, toilets and hand washing facilities. An adjoining public playground is used for supervised outdoor play. The playgroup is registered on the Early Years Register to care for a maximum of 26 children at any one time. The playgroup accepts children from two years old. It is open Monday to Friday, during term time only, from 9.30am to 12.30pm. There are currently 23 children, aged from two to four years, on roll. This includes 19 children who receive funding for nursery education. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of five qualified staff work with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are skilled, professional and work as a harmonious, united team to provide children with an excellent stimulating environment for their care, learning and play. Staff make maximum use of their space and time to ensure all children have daily opportunities to progress in all skill areas. Children make good progress with their learning and spend their time purposefully engaged in a variety of activities. A wide range of mostly well detailed documentation is maintained to support the playgroup's practice. The playgroup's capacity for continuous improvement is good and staff constantly reflect on and evaluate their practice.

What steps need to be taken to improve provision further?

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

- update children's development records as they achieve their next steps in learning in each area, to provide a clear and current record of their progress
- improve detail in documentation shared with parents by updating the prospectus and complaints procedures with Ofsted's current contact details and by ensuring accident records are appropriately signed.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. All staff access safeguarding training and they are secure in their understanding of procedures to follow with any

concerns. Rigorous procedures are in place to ensure staff are suitable to work with children. They are all vetted and the playgroup has a system in place to ensure staff's ongoing suitability. A record is maintained of visitors to the group and children are sensitively supervised at all times to ensure their safety. Staff carry out a daily safety check of the premises and the adjoining outdoor play area used by the children and healthy and safety checklists are kept on file. Staff are aware of their roles and responsibilities and work very well together to ensure sessions run smoothly. They fully utilise the excellent variety of high quality resources they have, to provide children with an enabling learning environment and positive play experiences. Resources are clearly labelled with words and pictures. Staff are proactive in making resources with, and for, children. For example, children drew pictures from their knowledge of a traditional fairy tale about pigs and staff annotated the pictures with children's words, before assembling the pictures into the children's own story book.

Staff have a very good understanding of individual children's needs and they successfully ensure all children are included in activities of their choice. Children with English as an additional language are supported and many signs in the playgroup reflect the diversity of languages in society. Staff value children as individuals and treat them all with equal concern. The playgroup is highly committed to working in partnership with parents and others involved in children's care and education. Children benefit from the well-established communication links between their main carers, as it means their individual needs are well known and consistent practice can be applied in meeting them. An excellent range of information is shared with parents, although some documents need updating. For example, the playgroup's complaints procedure does not include Ofsted's new contact details. Parents are extremely positive about the playgroup and state that it is 'fantastic', 'amazing' and 'brilliant'. Staff are reflective practitioners and have completed a detailed evaluation form, assessing their practice in all areas. They continually make changes and improvements to the playgroup to benefit all children attending. For example, they have addressed recommendations made at their last inspection, developed a website for parents and introduced a reflection area for children.

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

Children are independent and active learners and enthusiastically engage in developing their future skills through play. They play exceptionally well together and their personal, social and emotional development is outstanding. Their behaviour is exemplary and they demonstrate excellent manners, for example, as they politely ask others to move as they walk toy buggies around the room. They show kindness and tenderness towards each other as they hold hands to dance to music, smiling at each other as they jiggle around. Older children immediately go to help new children fasten their coats, showing they recognise the difference in skills. Children show a good understanding of safety, carefully using a knife to cut their banana skin at snack time. They use both hands to hold tight as they climb the steps on the climbing frame and understand they can tell staff if another child

accidentally hurts them. Children are developing a good awareness of a healthy lifestyle, as they are provided with healthy snacks and have daily opportunities to develop their physical skills through play in the fresh air. Children wash their hands before they sit sociably together to select from a variety of fruit and vegetables sent in by parents. They play in a clean environment and staff talk to children about how they can keep safe and protect their health. Children delight in the freedom to exercise their bodies outside. They competently ascend the climbing frame, before coming down the slide. They energetically push themselves along on wheeled toys and have fun kicking balls.

Staff skilfully use opportunities, as they arise to interact with children. They encourage children to think and problem solve by asking them questions related to their play and interests. They set achievable, but challenging tasks for children to help progress their learning. Children play with scales and put a variety of objects in the pans, and staff ask children which is the heavier side, thereby reinforcing an understanding of comparative language. Children identify the heavier side and are then challenged to see if they can make the other side heavier. Children confidently recognise and name different colours and numbers they see, as they play. They have fun playing with remote control cars together. A member of staff pretends she does not know how they work and children order their thoughts and actions well as they demonstrate to her how they operate the cars. Staff regularly observe children's learning and track their development in all areas. However, children's next steps in learning are set half-termly and are not updated as children progress and achieve, with new targets set to ensure continual progression in each area. All children in the playgroup show a strong motivation to learn and they have great fun as they develop and reinforce their knowledge and skills. They put on headphones to listen to action songs and sing along together as they match the actions to the words. They freely mark make using pencils and chalks; some children are able to write clear recognisable letters. They intently observe how sand changes when water is added and use their imaginations well as they engage in role play in the home corner. Staff have a very good understanding of how to support children in developing their knowledge and skills and dedicate themselves to ensuring playgroup sessions are positive experiences for all children.

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	1
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	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	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	1
The extent to which children develop skills for the future	2

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