

Clarendon Playgroup

Inspection report for early years provision

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EY422903

Inspection date

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Inspector

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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*.

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

Clarendon playgroup is a privately owned group and was re-registered in 2011. It operates from a church community building in Hinckley in Leicestershire. The play group serves the local area and has strong links with the local school. The play group is accessible to all children and there is a fully enclosed area for outdoor play.

The playgroup operates during term times and is open Monday to Friday 8.30am until 11.30am and in the spring and summer term it operates 8.30am until 2.30pm for four year olds in preparation for school. It operates during school term times. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the playgroup at any one time all of whom may be on the Early Years Register. There are currently 38 children attending who are within the Early Years Foundation Stage. The playgroup 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 six members of child care staff. Of these, all but one hold appropriate early years qualifications. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are continually safeguarded and child to staff ratios meet requirements. Children develop their self-esteem through the positive reinforcement by staff and the praise and encouragement they receive. They are happy and settled and their needs are well known by the staff team. Systems for planning, observations and assessments are in place and resources are well maintained and plentiful. Documentation is in place and staff understand the importance of confidentiality. The environment is inclusive and partnerships have been formed with parents and other professionals involved in the children's lives. Risk assessments have identified most potential risks and strategies for the ongoing evaluation of the provision are in place.

What steps need to be taken to improve provision further?

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

- revise systems for the confidential recording of any medications administered
- conduct a risk assessment that covers anything with which a child may come into contact, with specific regard to the use of drawing pins and the plants within the outdoor play area.

The effectiveness of leadership and management of the early years provision

Children are cared for in an environment where they are well protected from abuse and neglect and staff keep their knowledge and understanding up to date through training. They demonstrate a good understanding of their role and responsibility regarding safeguarding requirements and regulations. Thorough recruitment procedures ensure all new staff are suitably checked in order to care for children and children are not left unattended with unvetted adults. Risk assessments are effective in ensuring that most potential hazards to children's safety are minimised, although, not all risks have been identified and addressed which impacts upon the children's overall safety, for example, the use of drawing pins to display children's work and the brambles that are in the outdoor play area.

Children's needs are well cared for at times of minor accidents as all staff hold valid first aid certificates. Records are maintained for all accidents that may occur and shared with parents as are records for any medication that may be administered. However, the current method for recording medicines does not ensure confidentiality is suitably maintained.

Children enter a large play room where good organisation ensures there is ample space for them to move safely within. The effective deployment of staff helps to ensure that children are fully supervised. A free-flow system between the garden and the indoors is in place and as a result children make an informed choice with regard to their play.

There are clear strategies in place which enable staff to care effectively for children with special educational needs and/or disabilities. They demonstrate a commitment to working alongside parents, carers and other agencies to support the children's needs, to ensure a fully inclusive service. Systems are in place to support children and families who speak English as an additional language and resources reflect positive images of our diverse society. Partnerships with other providers where children attend more than one setting are in place and good communication between settings ensures continuity of care. The setting is very friendly and staff take time to ensure visitors, children and their families are made to feel welcome.

Systems to monitor and evaluate practice within the setting are in place and the views of parents are actively sought. Parents are provided with a good range of written information at the start of their child's placement and on a continual basis through the use of news letters and communication books.

Gradual settling in procedures ensure parents and children get to know staff and the routines and therefore, develop a feeling of security. Parents are very pleased with the care their children receive and commented positively on the kindness of the staff, the wide variety of activities their children engage in and that they feel able to discuss any issues with staff.

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

Children engage well with their peers and are making good progress towards the early learning goals. Staff have a clear understanding of how young children learn and provide a wide variety of interesting and challenging activities both indoors and outdoors. Interaction between staff and children is lovely and staff demonstrate a good understanding of their individual needs which enables them to effectively support their learning. Planning is in place covering all six areas of learning and all staff are beginning to become involved in this. Staff undertake observations of the children during their play and the information gained is used to determine the next steps in their learning. 'Wow' moments are captured spontaneously and recorded in each child's learning journal which highlights children's achievements. These are shared with parents who are also invited to make their own comments.

Personal, social and emotional development is promoted well. Children are cared for in key worker groups, although, all staff interact and respond to all of the children's ever changing needs. Behaviour is good and staff are consistent in their approach, acting as positive role models and consistently reminding children not to climb on the chairs and to be kind to their friends. Children receive lots of praise and encouragement, therefore, continually developing their self-esteem.

Children's language and literacy skills for the future are developing well. They are able to access a variety of books and actively seek out members of staff to read with them. Children also have opportunities to become familiar with letters and words through the use of labels within the setting and when matching picture cards.

Children's health and well-being is suitably promoted and necessary steps are taken to prevent the spread of infection. They learn the importance of washing their hands after using the bathroom and before snack times. Children learn strategies to keep themselves safe, for example, they learn road safety and the need to look and listen when outdoors. They gain further knowledge about people who help us through visits from the Police who, also talk to them about stranger danger.

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	2

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	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:

Met