

Hugglescote Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

Hugglescote playgroup was registered in 1984. The playgroup is situated within community hall premises in the village of Hugglescote, Leicestershire. The playgroup has the use of two ground floor rooms and there is a fully enclosed outside play area. The pre-school serves the local and wider community. It is accessible to all children.

The playgroup opens Monday to Friday term time only. Sessions are from 8.30am to 1.30pm. Children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. There are currently 57 children attending who are within the early years range. The setting provides funded early education to 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 eight members of childcare staff, all of whom hold appropriate childcare qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The care of the children in the setting is promoted by friendly and welcoming staff. Children are making satisfactory progress in their learning and development and in their understanding of the wider community. In the main, procedures and practices contribute towards the safety and welfare of the children. Partnerships with parents are effective and positively contribute towards children's learning and development. Partnerships in the wider context are used to promote sound care and education. The settings capacity for well-targeted continual self-evaluation and improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- provide further positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, culture, religion, special educational needs and disabilities
- ensure that the premises and equipment are kept clean with particular reference to the chairs used by children
- ensure that all practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding policy and procedure appropriately

The effectiveness of leadership and management of the early years provision

The setting has a clear safeguarding policy. However, children's safety and welfare is compromised because not all staff have a clear understanding of the policy and the procedures to follow, with particular reference to the referral of safeguarding issues to the relevant authority. Staff have a satisfactory understanding of health and safety issues and all aspects of the provision is subject to a risk assessment. However, equipment in the setting is not always kept clean as children's chairs are splattered with dried paint from previous activities. As a consequence, good hygiene practices are not consistent and impact on children's health and safety. Risk assessments are carried out on each different type of outing including walks to a local park. Staff routinely verify the identity of all visitors. This ensures that the risks to children are minimised. Behaviour within the setting is generally good and there is a named staff member for behaviour management issues which ensures that approaches are consistent. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed, consequently, children understand how to keep safe.

The environment is welcoming and provides appropriate opportunities and resources for children to make choices about their own learning and play. However, there are limited resources for children to extend their knowledge and understanding of cultures and beliefs other than their own. The vision for the future of the provision is satisfactory, as areas for development are not always correctly identified to drive improvement and improve outcomes for children. Staff and parents are involved in the setting's formal self-evaluation. Recent questionnaires were sent to parents regarding changes in opening times. Parents' views were considered and times changed to ensure that the needs of the families and children were being met. Regular staff meetings provide valuable opportunities for staff to share information. As a consequence, plans are made to address the individual needs of the children, according to the next steps in their development. Partnerships with parents and carers is good. On induction, parents contribute a wealth of information about their children, which staff use together with their own observations, to identify next steps in each child's learning and development. Further information can be exchanged with staff through the effective implementation of the key person system and informal discussion each day. Consequently, meaningful relationships are fostered to ensure continuity of care and learning, between home and setting. Parents access information regarding the group through the use of a parents' notice board and regular newsletters. Children benefit from continuous provision because the setting liaises with other providers involved in their learning and seeks the support of external agencies to enhance care and development when required.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning. A suitable range of activities is planned which is varied and fun. Observation and assessment of children, identifies their next steps towards the early learning goals. There is sufficient challenge to make steady progress in all areas of their learning and development. Children make satisfactory progress towards the early learning goals in relation to their starting points and capabilities. Children make steady progress in communication, literacy, numeracy, and information and communication technology. They develop satisfactory habits as active, inquisitive and independent learners. Children are happy and settled and show confidence both with peers and adults. Children form good friendships and are beginning to enjoy collaborative play. They enjoy working independently and are beginning to develop their understanding of diversity, however, opportunities are limited. The children have limited resources such as multi-cultural books and dressing up. There are very few positive images and displays for children reflecting diversity of culture, gender, disability or ethnicity. Consequently children are not given the best opportunities for effective progress and learning in their personal, social and emotional development.

Children are encouraged to be active learners and to be creative. Children enjoy socialising at the snack table and chatter to each other. They are able to independently pour their own milk or juice and can make choices as to what fruit to eat. Children wait patiently for a space at the table to join their friends. Children's knowledge and understanding is developed as they use spoons to scrape out the inside of a pumpkin working alongside each other, taking turns with the spoon. They giggle as they then put in their hands and bring out handfuls of seeds. Staff extend children's learning by asking open questions, encouraging children to recall events from home and how they had been cooking pumpkin pie. They think carefully as they discuss the elements a pumpkin needs to grow. Children are encouraged to draw the pumpkin and correctly choose orange pencils to colour in. Children enjoy tactile opportunities to learn such as painting. They paint their hands in a variety of colours and make prints on paper. Children independently access resources to draw. Writing pencils and stencils encourage children's communication and literacy skills. Children enjoy decorating dinosaur biscuits and using a spoon, drop icing onto a biscuit and add decorations developing their manipulative skills. Children's larger muscle development is enhanced as they climb on a large plastic caterpillar and climb up steps to a house at the top of a slide. They push along on cars and are all excited to have a turn on the new toy tractor. Children show creativity and imagination as they peek through the windows of a toy house and ask staff if they would like an ice cream, laughing as they say 'it will cost ten pounds'. Staff encourage children to count stepping stones as they walk across them and to identify numbers on toy telephones and electronic toys, developing skills for the future.

Children's sense of safety and understanding of safety issues is satisfactory as a consequence of the inconsistency in staff's understanding of safeguarding procedures. Children generally behave in ways that are safe for themselves and

others and develop an understanding of dangers and how to stay safe. Children are reminded of the dangers of running indoors and the risks it poses to themselves and others. They are given the choice to go outdoors to run if they wish. Children have satisfactory opportunities to learn and are therefore beginning to show an understanding of how to lead a healthy lifestyle. Children have opportunities to be active both indoors and outdoors. Children follow appropriate hygiene routines, usually when prompted by an adult. Children make choices as to what fruit to eat at snack time and can choose to drink water or milk. Drinking water is available throughout the session in order for the children to remain hydrated.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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