

Poppleton Rd 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*.

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

Poppleton Road Playgroup was registered in May 2011 and is based in the grounds of Poppleton Road Primary School which is situated on the outskirts of York city centre. The group has use of the school annex which is a single storey building. There is an enclosed outdoor play area adjacent to the annex and the group also has use of the school playground and playing field. Opening times are Monday, Tuesday, Thursday and Friday from 9am to 12pm and Wednesday from 11.45am to 2.45pm, during term time only.

The playgroup is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 26 children under eight years at any one time, none of whom may be under the age of three years. There are currently 23 children on roll and they attend for various times and sessions. There are five staff employed to work with the children, four of whom hold a childcare qualification at Level 3. The group receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment where overall their safety is managed effectively. They are offered a range of appropriate activities that provide a sound base for their learning and systems are in place to monitor their progress, however, these are not fully implemented. All the required documentation is in place; however, it sometimes lacks the necessary detail. Good relationships are fostered with both parents and any other professionals involved in the children's care and learning which ensures an effective shared approach to meeting their individual needs. Suitable systems are in place to assess the quality of the service and to identify areas for future improvement.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) 07/11/2011
- ensure a record is kept of the date on which CRB disclosures were obtained for all staff (Suitable people) 14/11/2011
- ensure the record of children's attendance includes the names of their key workers (Documentation). 07/11/2011

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

- implement fully the system that has been devised for monitoring and assessing children's developmental progress
- ensure children are supported effectively in developing an understanding of safe and responsible practices in their play.

The effectiveness of leadership and management of the early years provision

Overall, the setting's arrangements for safeguarding children are secure. For example, staff are confident in their understanding of child protection issues, suitable recruitment and vetting procedures are in place for any new staff and students on placement are fully informed of the necessary limitations of their role. The premises are kept secure at all times and the provision of a monitor enables staff to view who is at the door before opening it. Staff follow effective procedures in their everyday routines to protect children's health and risk assessments are carried out to identify any hazards to the children's safety. A record is made of the assessment, however, this does not include the date it was carried out, or by whom and it is not always updated when issues arise. All necessary documentation is in place; however, this is not always maintained appropriately. For example, the date on which the Criminal Records Bureau check was obtained is not recorded for all staff and the attendance record does not include the children's key workers. All of which, are breaches of the welfare requirements and impinge on the safe and efficient management of the setting.

The manager has a clear vision of what it is she wants to achieve for the setting and this is shared by the supportive staff team. With the help of a support officer from the local authority an action plan has been drawn up detailing areas for future improvement. Action has been taken to address some of these, such as, improving the security of the front door and installing a gate to prevent children accessing the kitchen area. Staff organise the space within the play room appropriately, which enables the children to move about freely and overall toys and resources are readily available to promote choice and independence. Displays of the children's art work and posters make the environment bright and welcoming.

Staff promote equality and diversity successfully. For example, they gather useful information about each child as an individual before the placement begins, through working closely with parents. Resources, such as, books and posters that promote positive images of diversity are readily available and the children have opportunities to celebrate events, such as, Halloween, which raises their awareness of traditions. The setting pays good attention to working in partnership with other early years settings the children may also attend or will move onto. For example, the reciprocal sharing of information promotes a cohesive approach to the children's care and learning and close working relationships with staff at the local school plays a major role in aiding transition between the settings.

Good attention is paid to engaging with parents. Information they receive when the placement begins is of a good quality and ongoing communication is promoted effectively. For example, the planning of activities is displayed, letters are sent out to remind parents of particular safety procedures and open mornings are held prior to new starters attending, so both parents and children can meet the staff and become familiar with their surroundings. Parents are actively encouraged to be involved in the children's learning. For example, they can observe this first-hand as they take part in the rota helper system and they are asked to bring items in to support topic work. Parents spoken with at the inspection all expressed positive comments about the service they receive, stating that they find staff friendly and approachable and that the sharing of information is good.

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

Staff provide a suitable range of activities to support children's learning and development. Topics are linked to the children's interests and their learning is extended further through the provision of activities linked to seasonal events, such as Halloween. Overall, staff interact positively with the children as they play and help them to direct and extend their learning, such as, encouraging them to measure items they are playing with to develop their understanding of size. A system has been devised to monitor and assess the children's progress in their learning and development, however, this has not been fully implemented in order to help staff analyse and review what they know about each child.

Children settle well and are keen to engage with their carers. For example, on arrival they were keen to show staff their costumes for the Halloween party and enjoyed taking part in activities linked to this, such as, creating ghosts and pumpkin pictures using glue and tissue paper. The children are encouraged to find their name card on arrival, with support from their parents where needed and opportunities to look at books and listen to stories are offered to support children's development in communication, language and literacy. Staff successfully use everyday routines to promote children's learning. For example, enabling them to take turns to call out the names of those present during registration and to count how many are in attendance. All of which gives them opportunities to take on responsibility and to use number for a purpose. Overall, children learn to behave well and to follow safe and responsible practices, such as, understanding the importance of lining up sensibly when going to play outdoors, so they negotiate the steps safely. However, staff are not always vigilant in helping the children to understand the consequences their actions could have on others. For example, when some children throw toys they are not always helped to correct their behaviour.

The children are offered positive experiences to encourage them in learning about the benefits of following a healthy lifestyle. For example, they have opportunities to develop control of their bodies as they use wheeled toys and a climbing frame in the outdoor area and to challenge their skills further as they use the climbing wall. The children are routinely encouraged to wash their hands before eating and they

are offered nutritious items, such as, fresh fruit, cheese and crackers for their snack. The children are encouraged to choose what they would like to drink and to pour their own milk from the jug if this is what they choose. The children sometimes help to make their own sandwiches and pizza and during special events, such as, a Halloween party staff explain that it is acceptable to have cakes as a treat.

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	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	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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Annex B: the Childcare Register

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

Met