

# Kingskerswell Playgroup

Inspection report for early years provision

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**Unique reference number**

EY219123

**Inspection date**

20/09/2011

**Inspector**

Dawn Biggers

**Setting address**

Kingskerswell Parish Centre, Church End Road,  
Kingskerswell, Newton Abbot, Devon, TQ12 5LD

**Telephone number**

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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**

Kingskerswell Playgroup opened in 1962, and operates from the Parish Centre on the edge of the village of Kingskerswell, Devon. It is managed by a parents committee. The playgroup is open during term time from 8.30am to 3pm on a Monday, Tuesday, Wednesday and Friday. Children attend any combination of morning, afternoon and lunchtime 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. There are currently a total of 32 children on roll, and the playgroup receives free early education for three- and four-year-olds.

Children with special educational needs and/or disabilities are supported.

There are six members of staff, of whom five hold early years qualifications to at least levels 2 and 3. The playgroup receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development overall, due to the clear commitment of a caring staff team. Children are safe and secure and enjoy a wide range of stimulating resources and activities. The playgroup's level of commitment to improvement ensures that they continue to make steady improvements to their practice and provide a quality service. However, assessments and partnerships require further development in order to fully meet children's individual needs.

## **What steps need to be taken to improve provision further?**

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

- develop further the system for observing and assessing children's progress and use this to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further systems to maintain a regular two-way flow of information with other providers to ensure a shared approach to children's care and learning.

## **The effectiveness of leadership and management of the early years provision**

Effective systems for safeguarding and protecting children are in place. Staff have a good understanding of child protection issues and their roles and responsibilities. All staff have completed criminal record checks and robust procedures are in place

for new members, therefore they are deemed suitable to be working with children. Risk assessments are generally well maintained, as daily checks are undertaken and hazards are dealt with promptly. The premises is secure, as this is alarmed, and visitors are carefully monitored and logged. The registration system clearly tracks who is present.

Children benefit from a well-planned environment. Good use of the equipment ensures children have access to high-quality toys and resources which engage and support their learning whilst indoors and outside. The open planned layout means they can freely explore and make choices in their play and learning. The displays of their work value their achievements and share their learning experiences well, such as visits to the allotment, where they have grown fruit and vegetables and then eaten their produce. Children learn about differences and respect for each other through everyday activities and by the positive role models provided by staff. Resources and celebrations help children learn to value and appreciate diversity. This is supported by specific activities, where they learn about different countries by discussing and tasting foods and using musical instruments.

Secure partnerships are made with other professionals who support children. Staff attend meetings and liaise with other professionals, such as the speech and language therapist where they discuss how to promote children's development. Staff communicate clearly with the school, particularly during transition periods. However, links with other pre-schools children attend are not as well-established to further support children's learning and development through information sharing.

The partnership with parents and carers is good and effective relationships are established from the start. Time is spent finding out about each child's individual needs, routines, starting points and interests through discussion. This supports children's care, learning and development. There is a clear commitment to involving parents in children's learning through displayed information, regular newsletters and daily discussions. Parents have access to children's assessments and have begun to contribute to these by sharing their child's achievements at home. For instance, a child's paper model of a boat has been added to their profile. Parents state they are generally happy with the care provided and comment that the staff are approachable and friendly.

The playgroup's self-evaluation contributes to their steady capacity for continual improvement. Recommendations from the last inspection are generally met; however the focus on assessments is still an identified area where improvement is required. Staff demonstrate a commitment to change. For example, the playgroup room has been adapted well to improve children's accessibility to activities and resources which support the six areas of learning. Additionally a key person has been appointed to oversee children's individual progress. However, the recent committee and management changes mean further improvements to the settings organisation have yet to fully impact on all aspects of the provision. The caring staff team is enthusiastic and supported in their professional development. This contributes to the development of their practice and to the playgroup's overall services.

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

The staff clearly link their observations of children to the six areas of learning. However, assessments do not always identify children's next steps or consistently track their progress towards the early learning goals. Therefore, they are not used effectively to extend or support children's learning in all areas. Good staff deployment means children establish caring relationships with them and their peers. They feel secure as they form clear attachments and this promotes their care and learning. Staff engage in conversations with the children, ask questions and show enthusiasm during activities. For example, staff encourage them to problem solve whilst matching bears of different shapes and colours, as they ask them 'are they all the same or are they different?' Planning includes adult-led activities but focuses more closely on taking the lead from children's interests.

Children enjoy engaging in physical activities. They have fun as they invent a game by using the soft blocks as a bat and ball. Children develop appropriate attitudes to learning and make satisfactory progress. They experiment for instance, mixing paint colours on their hands with a paint brush and enjoy the feel and texture as they squeeze their hands together, and make prints. Children develop suitable skills for the future. They access their individual drawer which is labelled with their name and a picture to encourage them to recognise their names. They show interest and enjoyment in books as they generally listen well to a group story and take part in action rhymes. They use language confidently, including when asking for help to remove their apron. Children solve problems filling and emptying the water containers. They match shape and colour and identify that the bears are 'the same' and others are big'. Children freely access mark making resources and develop pencil control as they begin to draw recognisable pictures such as a person. They develop awareness of how things grow, for instance as they nurture the growth of sunflower seeds. They enjoy the nature area where they touch and explore the conkers and leaves. Children generally behave well; they respond to boundaries and are supported, for instance, when they are reminded not to run indoors. Staff act as positive role models and encourage children by using good manners. They recognise their achievements and therefore, children are responsive to praise and encouragement.

Children learn about how to keep themselves safe, they are gently prompted and reminded by staff, for example, about the hazard of going down the slide with their arms tucked inside their top and of lifting the table. Children participate in the daily routines and help to tidy away. They take part in the emergency evacuation drills and therefore become familiar with leaving the playgroup in an emergency. Visits from people in the community including the police, contribute to their awareness for instance, of road and beach safety. Children are provided with healthy snack choices which include a good variety of fresh fruit. They have drinks available and are encouraged to become aware of their own needs. Children are learning about healthy lifestyles as they enjoy daily physical exercise indoors and outside. They become independent as they access the toilet and wash their hands. They use equipment with skill such as the wheeled and balancing toys, and the

slide to promote their physical development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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