

Openwoodgate 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

Openwoodgate playgroup opened in 1967. The playgroup is situated in a church hall building in Openwoodgate, Derbyshire. The playgroup has access to an enclosed outdoor area. The playgroup serves the local and wider community. It is accessible to all children.

The playgroup opens Monday to Friday term time only. Sessions are from 9.15am to 12.15pm and Wednesday afternoon 1pm to 2.30pm. 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 24 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. There are currently 30 children attending who are within the early years age range. The playgroup 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 five members of childcare staff, four of whom hold appropriate childcare qualifications to level 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 are making satisfactory progress in their learning and development and in their understanding of the wider community. Procedures and practices generally contribute towards the safety and welfare of the children. The learning environment and suitability of staff is reasonably good. Partnerships with parents are satisfactory and contribute towards children's learning and development. Partnerships in the wider context are used to promote good care and education. The setting's capacity for well-targeted continual self-evaluation and improvement is adequate.

What steps need to be taken to improve provision further?

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

- ensure that confidential information on children is only accessible to those who have a right or professional need to see them
- develop systems to obtain the views of parents and carers on the care and education you provide
- increase positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities
- ensure that regular staff appraisals are carried out to identify the training needs of all staff.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Staff access training. However, systems for monitoring the continued professional development of staff are not in place. As a consequence, training requirements are not robustly identified. This impacts on the holistic welfare and development needs of the children. There are clear written risk assessments which ensures that hazards are identified. As a result, risks to children are minimised. Regular fire drills are carried out ensuring that children understand how to evacuate the premises in the case of an emergency. There are suitable arrangements for first aid, recording accidents, administering medication and nappy changing. As a result, children's welfare and care requirements are met. The identification of visitors is routinely checked, as part of the setting's risk assessment procedures. Children and staff registration records are stored suitably. However, some information regarding children's health is kept in the main room and is not, therefore, confidential.

The playgroup is effectively led by the new management, supported by staff who are committed to providing quality learning experiences for the children. Staff work well as a team and are committed to improving outcomes for children. 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 and positive images displayed for children to extend their knowledge and understanding of cultures and beliefs other than their own. Systems to monitor and evaluate the nursery's strengths and areas for development are in place, but do not always include the views and opinions of parents. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life.

Partnerships with parents and carers are appropriate. On induction, parents contribute 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. 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 playgroup has developed good partnerships with other providers of the Early Years Foundation Stage and has effective systems in place to ensure children have smooth transitions to school, ensuring good outcomes for all children.

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 consistent progress towards the early learning goals in relation to their starting points and capabilities.

Children respond well to staff with regards to the daily routine. They actively take part in tidying up and understand when to wash their hands for snack. They independently choose which healthy snack to choose and eat it at tables, as they talk with their friends, developing their communication and social skills. Children play with dough together, developing their problem solving and reasoning skills. They use size language and predict how long it is going to take to make the sausage bigger. Children enjoy spreading glue and scattering glitter to decorate a folder, in which to store their Christmas creations. They discuss colour as they rub glitter between their fingers, stimulating their sensory development. Children sit together to sing songs, taking part in the actions. They broaden their communication and literacy development further as they access the writing table independently and select pencils with which to write. Smaller muscle group coordination is enhanced as children build towers with bricks. They play with hoops swinging them around their bodies. Larger muscle groups are developed and children get excited when a climbing frame is put up in the main room. They line up confidently and work collaboratively, as they climb the steps and slip down the slide, developing their understanding of exercise as part of a healthy lifestyle.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. Staff remind children of how to use the climbing frame safely and prompt children not to run around the room, as they may fall and hurt themselves. Children understand and adopt good hygiene practices. They engage in conversations with staff about not eating too many sweets and exclaim that they are 'bad for your teeth and you won't keep them for very long'. Children make healthy choices about what they eat and drink. They choose from fresh fruit and crackers and can access fresh drinking water throughout the session, in order to remain hydrated. Children develop the habits and behaviour appropriate to good learners, their own needs and those of others. Children respond to the expectations of the staff for good behaviour. Their work is displayed in the room for parents to see. Staff praise children and give stickers to acknowledge their contributions, therefore, children feel valued. They develop satisfactory habits as active, inquisitive and independent learners.

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	3

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