

Holloway Playgroup

Inspection report for early years provision

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23/11/2011

Inspector

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Setting address

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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

Holloway Playgroup was opened in 1970. It operates from a village hall in Holloway, Derbyshire. The playgroup has 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. The playgroup is open from 9.15am to 12.15pm. Children are able to attend for a variety of sessions. 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 31 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 four members of childcare staff, all of whom hold appropriate childcare qualifications. The nursery 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 sufficient. Partnerships with parents are good 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 appropriate.

What steps need to be taken to improve provision further?

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

- ensure that the provider meets the requirements of the adult:child ratios set out in the Early Years Foundation Stage (Staffing arrangements) 30/11/2011
- ensure there is a named deputy who is able to take charge in the absence of the manager (Staffing arrangements). 30/11/2011

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

- ensure that staffing arrangements are organised to meet the individual needs

- of all children
- increase positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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 continual professional development. As a consequence, children benefit from up to date knowledge of staff in their learning and development. There are clear written risk assessments, which ensure 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. The identification of visitors is routinely checked as part of the setting's risk assessment procedures. Children and staff registration records are stored suitably. There are suitable arrangements for first aid, recording accidents, administering medication and nappy changing. As a result, children's welfare and care requirements are adequately met.

The playgroup is led by a parent run committee, supported by staff who are committed to providing quality learning experiences for the children. Although, the environment is welcoming, adults do not always effectively support learning. Staffing ratios are not always appropriate. As a result, the needs of all children are not consistently met and learning opportunities are not maximised. There is no named deputy manager in place at the playgroup. Consequently, there is no designated person to supervise the playgroup in the absence of the manager and ensure continuity of delivery of care and development for all children and families.

Systems to monitor and evaluate the nursery's strengths and areas for development are in place. There are systems in place to ensure that the views and opinions of parents are collected and evaluated. Partnerships with parents and carers are good. 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. Parents have regular opportunities to contribute to their children's learning. Consequently, important relationships are embraced 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 reasonable opportunities to help them make adequate progress across the six areas of learning. Staff generally support children in their learning and development and create an appropriate environment, so that they are able to play and explore. However, resources which reflect the wider community and diversity are limited. Consequently, children do not have continuous opportunities to develop their understanding of the wider world. 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 have adequate opportunities to be outdoors and take part in physical exercise. They develop large muscle groups, as they ride trikes and bikes. Sensory development is enhanced, as children enjoy splashing around in water using nets to catch plastic fish. They engage in imaginative play with their friends, as they pretend to be at the sea fishing and count the fish in their net. Children develop their creativity, as they make collages of snakes use their imagination to describe what they have designed. Their communication and literacy development is further enhanced, as they look at books both indoors and outdoors. Consequently, they are learning how to care for and use books correctly. Children enjoy opportunities to bring in favourite things from home and show them to friends, building their confidence to speak in social situations. Children are active in their own learning and are developing their ability to think critically. They work independently or with each other. Children show an understanding of the needs of others, as they listen intently in group activities and respect their friends. Thus, meaningful relationships are fostered.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. For example, using scissors correctly at the craft table. Children have relevant opportunities to learn how to lead a healthy lifestyle. Daily opportunities to be outdoors in a physically challenging environment ensure that children are beginning to understand the importance of exercise as part of a healthy lifestyle. Children adopt good hygiene practices. For example, they wash their hands before eating and after using the toilet. Children are encouraged to make healthy choices about what they eat and drink. At snack time, there is a choice of fruit and vegetables. Children have continual access to fresh drinking water throughout the session. As a result, they remain hydrated. Children have opportunities to engage with peers from other settings and good transitions ensure a smooth process is in place when leaving for school. Children are developing habits and behaviour appropriate to good learners. They join in, make friends and respect each other. Children respond to the expectations of the staff for good behaviour and are developing suitable habits and skills for the future, as active 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	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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