

# Northwood Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	119759
<b>Inspection date</b>	22/11/2011
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Northwood Playgroup registered in 1979. It is a committee managed playgroup that has charitable status. The setting operates from mobile premises situated in the grounds of Northwood Primary school on the Isle of Wight. The playgroup have their own secure outdoor play area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration allows for a maximum of 40 children under eight years to be cared for at any one time; of these, all may be in the early years age range. Currently there are 34 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The operational hours are Monday to Friday from 8am to 5.30pm during term time only. Within these times a Breakfast club operates from 8am to 9am, a preschool from 9am to 3pm and an After School club from 3pm to 5.30pm.

The committee employ 12 staff to work with the children, the majority of whom hold relevant early years qualifications; one holds a BA Honours in Early Years and Education and eight hold a National Vocational Qualification at level 2 or 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a well established staff team who have a good understanding of each child as an individual, which enables them to meet all children's needs effectively. Staff have established good links with parents and overall, an inclusive environment is provided where all children and their families are made to feel welcome. A system for working in partnership with all early years providers children attend is not fully in place. The staff team continuously strive to improve the provision. The recent introduction of a key person buddy system is having a positive impact on staff being able to ensure the care and education they provide for all children is consistent.

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

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

- Extend the range of activities and resources provided, so that children have the opportunity to increase their knowledge and understanding of all cultures living within their community
- incorporate all Early Years Foundation Stage providers children attend when

working in partnership with others so that the care and learning of all children is continuously supported.

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

Children are fully safeguarded. Staff have a good understanding of child protection issues and the procedures they should follow, should they have any concerns regarding children's welfare. Robust procedures are in place for the recruitment and vetting of staff and the ongoing suitability of staff is confirmed. Written risk assessments, along with ongoing visual checks ensure areas and equipment remain safe for children to use. Through the effective systems in place to appraise staff, areas for professional development are highlighted, thus ensuring their knowledge remains up to date. Children are cared for by a qualified and experienced staff team. All staff attend regular training, which ensures their knowledge of childcare and child development remains up to date.

Children have access to a wide range of resources and equipment which is well organised, kept clean and maintained in a safe condition. Children are able to move freely, selecting resources of their choice, which increases their independence and builds their confidence. Staff deployment is effective and ensures children are supervised at all times and their individual needs met. The employment of additional staff to prepare and cover lunch periods means there are always sufficient staff working with the children at all times.

All children are respected and treated as individuals. Staff work in partnership with parents to ensure all children reach their full potential. Resources show positive images of diversity and children learn about some of the cultures of others through various activities and resources. However, these do not fully support children to gain an understanding or awareness of all the cultures in their immediate community.

The staff team strive for constant improvement through regular meetings and by attending training. Recommendations raised at the last inspection have been effectively addressed, which has had a positive impact on the learning all children are gaining. Parents and children are encouraged to express their views of the setting, and, through self-evaluation, staff have highlighted their strengths and areas they wish to develop further. For example, their priority at this time is to create a sensory garden for children.

Parents are able to be fully involved in the care and education their children receive. They are encouraged to become elected members of the management committee, and are invited to attend regular meetings with their children's key person to discuss the progress they are making and what the plans are for their next steps in learning. New parents are provided with a detailed prospectus which gives them information about the staff team, the operational procedures of the setting and the types of activities their children will be involved in to support their progress across all six areas of the Early Years Foundation Stage. Through the systems in place for working with other agencies and the host school, the majority

of children's care and learning is able to be continuously supported.

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

Good settling in procedures, established routines, and the effective implementation of the key person system helps all children to settle and enjoy the time they spend at the setting. Children show high levels of confidence and have a good relationship with staff. They develop as independent learners, confidently choosing equipment and toys; deciding what it is they wish to do. As a result, children are very well occupied throughout the sessions and are making good progress towards the early learning goals in all areas of their learning and development. Children enjoy their learning through play that is based on their interests and capabilities.

Staff's effective verbal interaction, along with signing and visual aids is supporting all children to develop their communication and language skills. Children's learning opportunities are maximised by staff asking questions which encourage them to think. Activities are differentiated to ensure all children can take part. All children's achievements and efforts are constantly celebrated and rewarded with praise which raises their confidence and self-esteem.

Children enjoy looking at books and having stories read to them, and they take books home to share with their parents. Children are beginning to recognise their own name; they each have their own labelled coat hook, and they self register at snack time.

While playing educational games on the computer, children are gaining good control of the mouse and learning basic functions, such as clicking and dragging. Children are good at listening and are able to follow simple instructions. They enjoy playing musical instruments and are learning when shaking bells how different movements of the wrist can produce a quiet or loud sound.

Children enjoy painting; they are learning how different colours can be made by mixing paints together and use palm stampers, brushes and sponges to create their own pictures. Children use various media and textures when making collages and are becoming aware of how to handle and use scissors safely through the guidance they receive from staff.

Children are very sociable, play well together and are good at taking turns and sharing. The use of a sand timer enables them to gain a concept of time. Children learn about their own safety through their regular involvement in the practising of fire drills.

Children enjoy a healthy lifestyle; they play outdoors in the fresh air each day and go for walks around the local area. The laughter and giggling of children can clearly be heard as they show their excitement and enjoyment when participating in various ring games outdoors. Children develop their large motor skills using a range of equipment such as climbing frames, balancing blocks and ride on toys.

Children are becoming aware of healthy eating. They enjoy a range of nutritious snacks which they help prepare and they engage in a range of cooking activities. Children have opportunities to operate simple equipment, such as a smoothie maker and, under close supervision, they are learning how to handle utensils such as knives and forks safely.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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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