

Deepdale Community Playgroup

Inspection report for early years provision

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Inspector	Jennifer Kennaugh

Setting address	Catherine Beckett Community Centre, Deepdale Road, Preston, Lancashire, PR1 5AR
Telephone number	07786 303 048
Email	prestonchildsplay@hotmail.com
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

Deepdale Community Playgroup was registered in 2003 and operates from the Catherine Beckett Community Centre in Deepdale, Preston. It is one of two childcare facilities run by Preston Child's Play management committee.

The playgroup is open Monday to Friday from 9am to 12pm. It is registered on the Early Years Register and can care for up to 25 children at any one time. There are currently 19 children on roll, some of whom receive funding for early years education. The setting supports children with special educational needs and/or disabilities. The majority of children speak English as an additional language.

The playgroup employs six members of staff, of whom four are qualified to level 3 in childcare. Two are qualified to level 2 and working towards 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 good.

The playgroup promotes children's welfare and learning well using the comprehensive range of resources on the premises. Effective systems are in place to ensure that all children's individual needs are met and parents are informed about their children's daily routine, care and learning. Staff show good knowledge of the Early Years Foundation Stage and children experience positive outcomes in learning and development. Parents are consulted about the provision and contribute to the evaluation process, although seeking children's views is less well developed. The playgroup forms positive links with other agencies to promote continuity of care and education. Self-evaluation is good, with systems in place to maintain effective continuous improvement.

What steps need to be taken to improve provision further?

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

- enable children to find out about the world through a variety of sources, including visitors to the setting
- develop processes for taking account of children's views.

The effectiveness of leadership and management of the early years provision

Children are well protected in the playgroup because staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. All staff are appropriately checked and vetted. Wide ranging risk assessments enable staff to ensure that areas used by children are safe. As a result, children can move freely and safely in

the playrooms and outdoor area.

Staff are knowledgeable about the Early Years Foundation Stage and therefore support children well in their learning. They make sure that resources are easily accessible to children and provide a wide range for them to select from so children can develop independence. Multilingual staff are well deployed by leading activities in both English and home languages to extend literacy in both for children. Good use is made of staff meetings, where training is cascaded to others so that good practice can be more rapidly incorporated into the provision.

The playgroup completes a self-evaluation form and uses it to identify areas of strength and those for development. This helps them to prioritise areas for improvement so that they address them in an order to provide the greatest impact on children's outcomes. There are annual staff appraisals and staff also have systems to monitor their own work, including when recording observations of children. Consequently, the playgroup runs smoothly and the strong leadership leads to good outcomes for children. The playgroup has also begun the local authority quality scheme to develop its provision further.

The playgroup has effective partnerships with parents because staff seek information through several routes, including weekly liaison sheets to inform planning and evaluation. The playgroup also has comprehensive systems in place to inform parents about their children's care, learning and routine. Parents are asked to provide detailed information to support children when they join the playgroup and settling-in procedures are flexible to suit individual needs. Bilingual forms for seeking information from parents are available so children are not disadvantaged by lack of information. Parents also sit on the trustee committee that runs the playgroup to make a contribution to its management.

The playgroup has effective partnerships with the main primary school to which children transfer because staff come to the playgroup to observe and meet children before they move to reception class. There are positive partnerships with staff from services who help to support children with additional needs, improving outcomes for these children. Detailed policies and procedures for planning for additional needs means that staff adapt activities in order to provide inclusive practice and meet individual needs.

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

Children are confident and talkative with staff, showing attachment and a feeling of security. They explore the available resources and select from them freely. They tell staff what they would like to have on other days, such as the colour of the play dough, and this is used when planning. They handle simple tools like small hammers and tacks safely when hammering into cork boards in the workshop area, and are competent with cutters and moulds when modelling with play dough. This develops children's hand-eye coordination and strengthens hands prior to developing writing skills. Children can also learn the names of colours and shapes with the support of the staff, developing early numeracy.

Children have daily opportunities for exercise and play in a pleasant, well-equipped outdoor area adjacent to the playroom. They delight in playing games of 'tag' with their key worker, developing an enjoyment of exercise as part of a healthy lifestyle. They have fruit for snack and can choose from milk or water, serving themselves to encourage independence skills. Water is available at all times so that they do not become dehydrated. Staff are good role models for hand washing, such as after playing outside, and children learn about the importance of personal hygiene through this.

Staff observe children daily and use this information with children's ideas and the weekly information from parents to plan inclusively in the continuous provision. As a result, children make good progress towards the early learning goals. Staff ensure that all children receive experiences across the six areas of learning and that observations are carried out evenly. Children have access to a computer to develop early information and communication technology skills in each session, also extending their learning in numeracy, problem solving and communication skills. They enjoy a yearly visit with staff and parents to either the regional zoo or a country park to extend their knowledge and understanding of the natural world and enjoy an inclusive social event. However, receiving educational visits in the playgroup is currently not developed, so children miss this opportunity to enrich their learning experience.

Children enjoy daily circle times and sing songs in both English and home languages. One member of staff translates popular rhymes and songs into home languages to help develop children's communication skills. Different forms of written language are displayed around the playgroup to extend literacy in English and in home languages. The playgroup is involved in a scheme to develop social and communication skills in boys through child-initiated play using wooden blocks and has noted some success in this approach.

Behaviour is good and children play alongside each other and together harmoniously. They make small contributions to the daily routine by helping to tidy up toys and by clearing away after snack time. Artwork is displayed neatly on pack-away boards with children's names to give a sense of belonging. Festivals celebrated by children at home are also included in the setting, and the playgroup helps children to enjoy festivals, such as Eid and Christmas. This helps to develop respect between different cultures and promotes the diversity in the community.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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