

Colden Playgroup

Inspection report for early years provision

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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*.

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

Colden Playgroup and Children's Club was registered in 2001 and is run by a voluntary management committee. It operates from a purpose built early years unit at Colden Primary School. It is situated in the rural village of Colden near Hebden Bridge in Calderdale. A maximum of 16 children can attend the playgroup at any one time, all of whom may be on the Early Years Register. The playgroup is open from 9.20am to 3.30pm, five days a week during school term-time. Children are able to attend for a variety of sessions. The playgroup has 20 children attending who are all within the early years age range. The playgroup provides funded early education for three and four-year-olds.

A maximum of 16 children may attend the children's club at any one time. The children's club is open from 7.45am to 9.15am and from 3.40pm to 6.15pm during school term-time. The children's club has 33 children attending, six of whom are in the early years age range. Children have access to a secure, enclosed play area and to the school yard and school hall/gym. The playgroup and children's club share a full-time manager who has an Early Years Foundation Degree and a BA in Early Childhood Studies and is working towards her Early Years Professional status. The playgroup employs six staff, four of whom have an appropriate early years qualification, One member of staff also has an Early Years Foundation Degree another has a teaching certificate in Highscope Practice. The children's club employs three members of staff, all of whom have an appropriate qualifications. The playgroup is a member of the Pre School Learning Alliance and has achieved a recognised quality award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. The setting works very closely with parents and carers and has an excellent relationship with Colden School. Effective relationships with children and families and most professionals have been established to ensure that children's individual needs are sensitively met. Children appear settled and happy and there is a good balance of adult-led and child-led activities. Planning of activities is good and the children's learning is well supported by an excellent range of toys and resources available to them. The setting is regularly evaluated for quality of provision and the staff and management committee are well aware of its strengths and weaknesses and are committed to continually improving the provision for the children

What steps need to be taken to improve provision further?

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

- ensure there is information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and Welfare)

03/01/2012

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

- Ensure effective continuity and progression for children who attend more than one early years setting by each sharing relevant information with the other

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff have a good knowledge of local safeguarding procedures and mostly all documentation is in place. However information on who has parental responsibility and legal contact of the child is not obtained which is a breach of legal requirements. Staff are appropriately vetted and are safe and suitable to work with young children. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. This means that children are able to move safely and freely around both the indoor and outside play areas.

The playgroup and the children's club have an excellent and vibrant range of resources for inside as well as outdoor play. For example, there are a number of outdoor play areas both in the school and in the setting each offering a different experience for children. This includes a very imaginative obstacle course to encourage children's physical development and creativity. The environment is exceptionally well organised to support children's learning. Children are able to choose what they would like to play with for themselves because resources are easily accessible. This means that children are able to thrive and make good progress in their development. The manager and committee members evaluate the setting in partnership with the staff. This is reviewed regularly and steps taken to promote continuous improvement. For example, the manager has been allocated non-contact time one day a week, which enables her to visit other settings and learn from examples of good practice. The setting is effective in embedding ambition and driving improvement. There is good supportive leadership, which includes the school and management committee and good relationships between the staff in the setting, evidenced by staff continuity and retention.

Liaison with parents, carers and external agencies is very good in all aspects and exceptional in some areas. From the start, parents are involved in all areas of their child's development. The effective exchange of information ensures that the unique capabilities of each child are recognised and promoted effectively. Parents are also encouraged to support children's learning at home through an Early Years Foundation Stage planning board in the entrance hall, a website, photographs and digital albums celebrating children's achievements. Parents express positive opinions of the setting and praise the staff. Inclusive practice is very well promoted and those children in need of additional support have access to imaginatively

developed resources and follow individual educational programmes, developed in consultation with parents and other professionals.

The setting has well-established links with specialists and other professionals to offer effective support to children and has an excellent relationship with Colden School, with the reception teacher chairing the management committee. Systems have been developed to share information on children's progress with other schools they may attend, however, this has not been extended to other daycare providers.

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

Children enjoy being in the setting and are familiar with and secure in its routines and are able to move around freely, safely and confidently. This is because the staff ensure a safe environment and provide clear boundaries regarding the use of toys and other resources. Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. For example, the outside play area includes equipment such as large tyres to extend children's play and ability to take safe risks. Staff closely observe them to maintain safety. Children's understanding of being safe is promoted through visits from road safety and fire safety officers. Staff then follow this up with role play and walks into the local village.

Children's good health is promoted effectively by the staff. Children learn about healthy eating by being offered healthy snacks and through talking to staff as they eat their snack and through topic work. Playgroup children grow vegetables, such as, potatoes, carrots, beans and cress and then prepare and cook them in stews and soups. This means that their understanding of healthy food and how it is grown is being promoted. The setting is in a rural community and children enjoy walks around the village to learn about the benefits of walking as a form of exercise. They are able to play out in the fresh air on most days to develop their physical skills, within the setting and in the school playground. The school gym provides them with challenging opportunities for exercise to maintain good health.

Children attending both the playgroup and children's club make good progress towards the Early Learning Goals because the setting plans activities around their interests and their progress is recorded. Staff know the individual needs of children and they record their achievements and next steps in a systematic manner. Children are independent, happy and confident with staff and each other. They are active learners, creative and think critically. Children learn about the environment when they go on walks to the local village and their language and numeracy skills are promoted as they read number plates on cars and signs such as 'open' or 'closed'. They learn about shapes and sizes through spotting triangles on their walks and about patterns that their wellingtons and shoes make in the snow and in a painting activity. They learn about numbers and letters through recognising their names as they self-register. Children listen to stories, look at books, turning the pages to find their favourite picture and talking about what they can see. They

receive opportunities to try out their early writing and drawing skills through a good selection of resources and by using clipboards in every area both indoors and outdoors.

Children are developing skills for the future with the use of information technology such as computers, tape recorders and electronic toys in the setting. Children are helped to understand the differences in the society they live in through a good selection of resources and by celebrating festivals such as Diwali, Eid and the Chinese New Year and tasting food from different countries. They learn to communicate with children who cannot speak through learning sign language. Children attend sessions in the reception class in their last term before school, eat their lunch with the rest of the school and have access to the school hall/gym with equipment and the school playground. This means that their transition to school is very well supported, as they are confident and familiar with the staff and surroundings. Children behave well, share, are motivated and responsive to staff. This is because staff offer clear explanations and encourage children to work together as part of a group and take turns. Children learn how to tidy up after themselves and are reminded by singing a tidy up song. Older children learn to take responsibility as they undertake set tasks and develop their own rules.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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

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

Met