

Tunstead Playgroup

Inspection report for early years provision

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Inspector Tracey Harrison

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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

Tunstead Playgroup has been registered since 1992 and is run by a voluntary committee. The group is situated in Tunstead Community Centre in the Stacksteads area of Bacup. The setting is open weekday mornings from 9.15am to 12noon during term-time only, with the exception of four weeks in the summer months. Children have access to a main hall area, rear garden and toilet facilities and there is a kitchen area for staff to prepare snacks.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The group is registered to care for 25 children aged from two years to five years and there are currently 23 children on roll that attend for a variety of sessions. There are four full time members of staff that work directly with the children and all staff hold a relevant qualification. The setting supports children with additional educational needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The needs of all children are routinely met through recognising the uniqueness of each child. The setting works in partnership with parents and other agencies to support every child and ensure their welfare is promoted. Children enjoy learning in a safe and secure environment. Observation and assessment are used adequately in planning, and, in general, all children make satisfactory progress in their learning and development. The process of self-evaluation is developing in order to bring about general improvement to the setting.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment process in order to make the learning intention more specific and so it clearly links to the planning to fully demonstrate progression
- develop a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded in the setting because the staff are knowledgeable about local safeguarding policies and have appropriate procedures in place to manage any concerns they may have about children in their care. They

are also appropriately vetted and are safe and suitable to work with young children. They make effective use of up to date risk assessments to ensure the areas used by the children are safe, for example the play room and climbing caves, and for outings and all activities. Children's safety is further promoted by practising regular fire evacuations. This means that children are able to move safely and freely around the building. Children's records are generally well maintained, which means that, overall, children are kept safe.

Staff have a developing knowledge about the Early Years Foundation Stage and use this to support children in their learning. The environment is organised to be spacious and accessible to the children. For example, the main room is set up to accommodate all areas of learning and includes a large indoor climbing and cave apparatus for children to explore. There are brightly coloured displays on all the walls, which include children's work and reflect the topics covered. This means that children are able to thrive and make appropriate progress in their development.

The setting is developing self-evaluation processes and has begun to seek feedback from parents to influence continuous improvement. Managers have addressed previous actions and recommendations promptly. For example, they have updated all policies and procedures to meet the requirements of the Early Years Foundation Stage. However, they do not always use reflective practice to bring about meaningful improvements in outcomes for children.

Staff provide an inclusive environment for the children in their care and form supportive relationships with parents and carers. They share useful information about each child at the beginning of each session. This means that parents' wishes and children's individual needs are met. Parents are informed about their child's progress informally at the end of each day. This means that parents can become involved in their child's learning. Relationships with other early years provisions and professionals involved with the children are established and contribute to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They adapt activities to ensure that all children can use them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children benefit from a range of activities within the community centre and on occasional trips out in the local community. There is sufficient space for children to access activities freely and rest when required. Staff focus on developing personal and social skills so that children learn how to keep themselves safe with regular reminders of the rules in the setting. Overall, young children are starting to develop a sense of security and generally interact well in the setting.

Children are beginning to show an understanding of healthy lifestyles because the staff promote simple hygiene routines, and children benefit from healthy eating at snack time. Exercise and physical activity is encouraged every day, such as outdoor play, dance and climbing activities. Children also have opportunities to plant and grow things in the garden. This means that children's health, physical and dietary needs are adequately met.

The setting provides key activities linked to the areas of learning. Children enjoy their time in the setting and are engaged in their learning. Adults appropriately engage in children's learning but also allow time for children's choices and free play. Staff regularly observe children and record their achievements in children's files, which include pictures and art work to show what the children have achieved and show links to the Early Years Foundation Stage. They identify their next steps, but these are sometimes too broad, which makes them difficult to measure. Consequently, children are making satisfactory progress towards the early learning goals in all six areas of learning. Children are developing suitable creative skills as they take part in daily craft activities, for example making owls with feathers and glue, learning how to use a range of tools safely and investigating a range of materials. Counting games and books are used to teach number and colour. Skills for the future are promoted as children respond to music, rhymes and stories during daily group time and throughout the session.

Children behave generally well in the setting because the staff give clear explanations and set appropriate boundaries. They are happy and settled and most are beginning to develop a sense of belonging. Children are developing positive relationships and are developing skills independently as well as alongside others. They are learning about diversity through a range of activities and experiences, which reflect other cultures. This is because the setting makes use of books and activities to introduce new ideas and promote positive attitudes towards diversity.

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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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

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