

North Muskham Playgroup

Inspection report for early years provision

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Inspector	Ann Keen
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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

North Muskham Playgroup opened in 1991. It operates from Muskham Road Rural Community Centre and the group has access to two large rooms, a kitchen and appropriate toilet facilities. The building is shared with other users. The playgroup has its own enclosed play area and garden.

A maximum of 26 children may attend the playgroup at any one time. The playgroup is open every morning from Tuesday to Friday from 9am to 11.30am. On Tuesday and Friday they have an afternoon session from 1pm to 3.30pm and a lunch club is run from 11.30am to 1pm from Tuesday to Friday. The group is open term time only.

There are currently 31 children aged two to five years on roll. The playgroup is in receipt of funding for the provision of free early education. Children attend from the village and surrounding areas. The playgroup employs four core staff who work directly with children and has additional relief staff available. All of the staff, including the supervisor hold an appropriate level 3 early years qualification. The playgroup is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle quickly during their time at the preschool because staff are kind and considerate towards the children. Staff spend time getting to know the children and their families well, which means staff have a clear picture of children's needs. All children are making good progress towards the early learning goals. Policies and procedures are maintained but not all required documentation is readily available for inspection. Monitoring and evaluation systems are in place and generally helping to drive improvement for the benefit of all children who attend. Resources, both inside and outside, are varied and mostly used well to benefit children's development. Children are generally taught about appropriate behaviour.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and readily available for inspection by Ofsted (Documentation). 02/12/2011

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

- maintain consistent behavioural limits so that children can play and work

- feeling safe and secure
- review the indoor environment regarding the use of resources for energetic play
- develop evaluation systems to ensure that the quality of children's care continues to improve.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because staff are qualified, have been vetted and understand the need for child protection procedures. However, some documentation is not readily available for inspection which is a breach of a specific legal requirement. This is information about the committee, who do not normally have contact with the children. Therefore children are adequately protected. An appropriate ratio of staff to children is maintained so children are suitably supervised. Suitable policies are in place to provide guidance to help keep children safe. The pre-school undertakes daily risk assessments to help ensure the potential risks of hazards to children are minimised. Children are respected as individuals and their personalities are well understood. There are no children at present with special educational needs and/or disabilities. The pre-school has had experience with such children and can provide for their needs if necessary. Staff work together well as team to support outcomes for children.

Staff work hard to ensure the pre-school is all set up with a wide range of age-appropriate resources and activities, which are attractive to children, prior to their arrival. They provide an appropriate range of resources and activities to reflect different areas of learning. The layout of the inside rooms provide children with a range of activities where toys and play materials support and strongly encourage spontaneous creativity and independence. However, there is not always sufficient energetic physical play for all children, especially when the weather is unfavourable.

The use of self-evaluation is satisfactory. Staff have started to evaluate their own practice but this is an area for development to ensure they identify the most pressing areas in which to make improvements. The group has recently started to use the Ofsted documentation which is a good starting point. Recommendations from the previous inspection have been successfully addressed and this has helped to improve staff's observations and assessments of children's learning. There is a strong staff team who are supported by a new committee and they work together appropriately as a stable team.

Staff have strong links in place with parents to support all children. Information about the pre-school is readily available, such as activities and details of children's key persons. Staff encourage parents to play an active role in the pre-school. For example, parents come in on a rota to help with snacks. Good systems are in place to meet with the children's key person to discuss children's progress. Staff also work very closely with the local school and this has a very positive impact on supporting children's learning and development.

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

Children enjoy their play and learning and achieve well. They eagerly enter the room and show a strong motivation to learn as they immediately engage in an activity of their choice. Children are gently encouraged to separate from their parents and staff reassure parents, for example, by texting them. Children make good progress in their learning.

Plans show children generally have good opportunities to develop in all areas of learning. Staff maintain clear records for their key group children, which includes recorded evidence of their achievements. Assessment records are monitored to ensure there are no gaps in learning. Children's progress and development records are regularly shared with parents helping them to be actively involved in their children's learning. Children develop high levels of independence as they freely choose what they play with and happily initiate their own play. They confidently make choices about all aspects of their time including when to have a snack. They are confident, lively and busily occupied most of the time. Children are generally well behaved, although, staff are not always proactive in helping children to understand boundaries, such as, not screaming in the preschool.

Children are learning to develop responsibility as they help tidy up and they are cooperative in following daily routines. Children show suitable levels of concentration when painting and playing games. They are learning to recognise their own names. Children are confident communicators and sing songs, such as, 'Over the rainbow; spontaneously. A few older children show an understanding of numeracy as they confidently count backwards. Many children join in with counting and put up the correct fingers in counting 1,2,3 to start singing. Children develop an appropriate understanding of different cultures as they participate in celebrations. They play confidently on the laptops developing good skills for future learning.

Children are generally encouraged to eat healthily; they have toast, cereal and apple as a snack. Staff clean tables with antibacterial spray and maintain a clean environment. Children learn about healthy practices as they follow suitable hygiene routines, knowing they need to wash their hands before they eat. Children develop a sound understanding of how to keep themselves safe as they take part in regular fire drills. They are satisfactorily learning how to keep themselves safe by understanding how to play carefully with toys. Children feel safe because they form secure trusting relationships.

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	2
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	2
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	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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