

# Swinford Playgroup

Inspection report for early years provision

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**Unique reference number**

EY288505

**Inspection date**

11/01/2012

**Inspector**

Karen Cooper

**Setting address**

Swinford Village Hall, Chapel Street, Swinford, Lutterworth,  
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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.

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**

Swinford Playgroup opened in 1990. It operates from within a village hall in the rural village of Swinford. There is a fully enclosed outdoor area available for play. The setting serves the local area.

The setting is open Monday to Friday during the school term. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. A maximum of 16 children aged between 30 months and five years may attend at any one time. There are currently 21 children on roll. The setting is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, four hold a National Vocational Qualification Level 3, one is working towards level 2 and one member of staff is unqualified. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are settled and at home in this welcoming setting. They have good relationships with staff, who effectively encourage them to make good progress in their learning and development. Positive relationships have been established with parents and other professionals, and children feel a secure sense of belonging because they are valued by staff. Documentation is effectively organised and policies and procedures are mostly effective. Staff demonstrate a strong commitment towards continuous improvement.

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

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

- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development
- improve the recording of children's hours of attendance to show the exact times of arrival and departure
- develop further the complaints procedure to include the correct details for contacting Ofsted.

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

Children are fully safeguarded because all staff have a suitable knowledge of the possible signs and symptoms of abuse. They have attended training and a clear

written policy is shared with parents. Children are cared for in a safe and secure environment. Visual and written risk assessments are completed across all aspects of the provision and any outings undertaken with the children in order to fully promote children's safety. Staff are well deployed in order to ensure children are supervised at all times and effective vetting procedures make certain all staff are suitable to work with the children. Space, equipment and activities are effectively organised to meet the children's needs and provide them with opportunities to make independent choices.

The provider and staff work well as a team and are committed to continuous improvement. The continual training and reinforcement help develop a team that is competent, consistent, effective and efficient, and as a consequence a low turnover of staff is maintained. Staff are fully aware of the setting's strengths and areas for improvement and constantly review the effectiveness of the provision for children through daily meetings. The setting is committed to inclusion and all children are welcome and their individuality respected.

The partnership with parents is good. Staff make themselves available for meaningful discussions at the end of the session and encourage parents to share their ideas and what they know about her child when they first start to attend. This helps staff to get to know the children well and ensures parents also feel valued and included. Lots of photographs are displayed around the setting in order to show parents the activities that the children have been involved in. There are a full range of policies and procedures which are mostly thorough, although some lack minor detail, such as the record of children's hours of attendance, and the complaint procedure does not include the correct contact details of the regulator should a parent have a concern. The staff have formed good links with the local authority advisory team and the nearby school that some of the children also attend. They value their contributions as partners, which helps to ensure children's individual needs are effectively met.

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

Children are happy, settled and have established good relationships with each other and staff. They are valued and the staff help them to feel good about themselves by frequently providing support, praise and encouragement. This helps build children's self-esteem. The children are organised effectively into small groups with key workers. This promotes consistency of care and enables staff to build effective relationships and get to know individual children well. There is a good balance of child-initiated and adult-led activities as children are given time to develop their play. The staff clearly demonstrate that they know the children well. They take positive steps to find out what interests each child, how much they know and can do. Planning is detailed with flexibility, allowing for children's individual interests. Learning journals are well presented and show meaningful observations and detailed assessments for learning identified. However, current systems are not effective in ensuring parents are fully informed of the ongoing assessments of their children's learning and development.

Children choose from a varied range of activities that promote all areas of their development. For example, they use their imagination well as they take part in role play and learn from each other as they act out real-life situations and make sense of the world around them. Children enjoy being able to express themselves freely and create their own ideas as they take part in collage, cutting and sticking activities that allow them to choose from an interesting range of materials and textures. They regularly join in cooking activities and have made bread and pizza. Good opportunities are provided for them to join in outdoor play. They competently use wheeled toys and show great excitement when blowing bubbles and chasing them around the available space. Children show a love of books as they choose their favourite stories for staff to read and really enjoy joining in and looking at the pictures. They fully participate in familiar action songs and are confident at singing solo in front of their friends. Children enjoy games that help them to count, compare and match and are competent in completing puzzles of varying degrees. Staff effectively plan and provide a range of first-hand learning experiences that help children to develop a knowledge and understanding of the world. For example, children are aware of the life cycle of a frog, beginning to understand how to care for pets and are encouraged to look at the different seasons, which involves walks so that they can explore the local area. Children have good opportunities to increase their understanding of information and communication technology through the use of a computer and a variety of programmable and electronic toys. These opportunities help children to develop skills for the future. Children are learning to respect each other and have access to a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children learn about the importance of eating healthy foods through daily routines and discussions. They benefit from a variety of nutritious and well-balanced snacks and fresh water is readily available throughout the session for them to independently access. The staff are fully aware of each child's individual dietary needs and ensure these are met.

## 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

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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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