

# Little Lache Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	305163
<b>Inspection date</b>	10/01/2012
<b>Inspector</b>	Ron Goldsmith

<b>Setting address</b>	Poplar Road, CHESTER, Cheshire, CH4 8EY
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<b>Type of setting</b>	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

Little Lache Playgroup was established in 1972 and is managed and staffed by a voluntary committee. The provision has been operating from the current purpose built premises since 1998 and is situated in the Lache Estate, Chester.

The setting opens Monday to Friday during school term times. Settings are from 9am to 12pm. A maximum of 40 children may attend at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The children have access to a playgroup room, an activity room, painting area, foyer and toilet facilities. There is also access to a large enclosed outdoor play area and nature area. The supervisor is the only paid member of staff.

Children attending mainly live in the local community and all speak English as their first language. There are currently no children attending who have been identified as having special educational needs. The playgroup is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision has a sound awareness of children's individual care needs and establishes good links with parents which helps to ensure that children are happy, feel settled and are developing a sense of belonging. New children who are distressed are comforted by staff. They play in a clean, safe and secure environment. There is a friendly and helpful partnership with parents and carers. Staffing arrangements and the key documentation linked to safeguarding and promoting children's welfare meet the requirements of the Early Years Foundation Stage (EYFS). There is no formal self evaluation process in place and the setting demonstrates a satisfactory capacity for further improvement.

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

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop a systematic and routine approach to using observations to plan the next steps in a child's learning and ensure that planning is linked to the Early Years Foundation Stage.

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

Children are cared for by an experienced and caring staff team who understand their designated roles and responsibilities. Staff have been appropriately vetted and cleared through the Criminal Records Bureau and written policies and procedures have been reviewed and updated and meet current guidelines. There is limited evaluation of the activities on offer and the manager is not yet leading a culture of reflective practice in order to accurately identify the strengths of the setting and also the action needed to secure improvement.

The staff team have responded to their previous inspection by putting in place a number of improvements which have positively impacted on the setting. This includes ensuring all staff are suitably checked; employing a key person to each child; implementing an effective safeguarding procedure and attending safeguarding training; making the outdoor space safe for children; developing observation and assessment for children to support their development; recording children's attendance accurately; and developing a complaints procedure. In addition the setting are ensuring that staff hold appropriate level 2 and 3 qualifications by completing those qualifications.

Staff hold current first aid certificate and all staff have attended some childcare training. The organisation of the setting ensures that sessions generally run smoothly and all children feel included. Children are safeguarded because staff are aware of their child protection responsibilities and risk assessment is usually undertaken each day. The staff are vigilant about the security of the children and there is a locked door entry system to prevent unauthorised access. The required staffing ratios are met. There are friendly working relationships with parents who receive relevant information about how the setting operates. Important information such as certificates, policies and procedures are displayed for parents. Informative verbal feedback is given at the end of each day. Written information about the children is securely stored in a locked cabinet.

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

Children are offered an adequate range of activities and resources. Staff supervise the children well and are caring and generally attentive to their welfare needs. Children gain confidence as they take part in a balance of adult-led activities and tasks that they select for themselves, from all areas of learning. Children can work in small groups or at times have individual attention. Children form good friendships and they are supportive to each other.

Interaction between the staff and children helps to build relationships. For example, staff play card games with the children and discuss similarities and differences, allowing children to begin to learn ideas about patterns, numbers and shapes. Children show great pleasure and excitement when they make appropriate

connections in their learning. Staff interact with the children as they play, but they don't always consider the potential learning opportunities within all areas to further maximise children's interest and development. Pre-school children are beginning to recognise their own names and familiar letters and sounds. Mark making areas are available, however, use of these areas is sometimes limited. Children use numbers with increasing confidence, and start to understand number value as they make comparisons. They cut, glue and stick different coloured shapes together, exploring colour, shape and texture in their creative play. Children acquire new knowledge and skills as they play imaginatively in the home corner, pretending to have tea and play with role play equipment or small world figures and cars. Whilst staff have developed some systems linked to the EYFS, to ensure that their observations are used to inform future activity planning, the link between planning and assessment is not sufficiently robust or clear.

Children behave well and treat one another and the staff with respect. Staff ensure that all children feel included and can participate fully. Suitable systems are in place to support children with learning difficulties or additional needs. Books and resources portray positive images of diversity so that children learn about each other's similarities and differences. Activities are linked to cultural and traditional events throughout the year. Children understand the benefits of a healthy lifestyle. They demonstrate a sound understanding of the need for an effective hygiene routine and enjoy eating nutritious and healthy snacks. Staff are well aware of any allergies or special dietary requirements. The children have some opportunities to enjoy fresh air and join in with energetic activities when they play in the outdoor area at the front of the hall. Children learn about the importance of keeping themselves safe and practise emergency evacuation procedures.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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