

Broad Street Playgroup

Inspection report for early years provision

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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

Broad Street Playgroup opened in 1980 and operates from a Catholic Church Hall in Syston, Leicestershire. It opens weekdays during school term times. Sessions are from 9am to 12 noon Monday to Friday mornings and 12.40pm to 3.40pm on Wednesday and Thursday afternoons. The playgroup serves the local community and surrounding areas.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 57 children on roll, all of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities.

The playgroup employs six members of staff, six of whom hold appropriate early years qualifications. The setting receives support from the local council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this welcoming and inclusive setting. A vibrant and stimulating environment with good access for the children is created. Strong working relationships with parents and other professionals ensure children are given the help they need. Staff are aware of children's interests and capabilities, and planning sometimes shows children's learning priorities. There are procedures to keep children safe, but some risk assessments are incomplete. The setting has a strong capacity to improve as staff reflect on their practice.

What steps need to be taken to improve provision further?

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

- review the existing risk assessment to include anything with which a child may come into contact
- ensure that the planning systems fully record and use the children's observations and assessments to identify their learning priorities.

The effectiveness of leadership and management of the early years provision

Staff protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Good vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Risk assessments are carried out for the premises and outings children go on. However, they do not cover all things that children may come in contact with, for example, water play. Staff take positive steps to

promote children's health and well-being. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

The proprietor and staff work effectively together to provide a warm, welcoming and inclusive service for children and their families. The playgroup's monitoring systems provide an understanding of their strengths and weaknesses. Improvements made to date have had a positive impact on the outcomes for children. For example, they have identified the need to improve the outside environment, which has enhanced children's physical development and outdoor learning. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs. Resources are well organised to ensure that children can access them without help to aid their independence. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Positive relationships are established with parents and outside agencies to ensure each child's needs are identified and met. Parents are provided with good quality information about the playgroup. Useful information is obtained from parents on entry to the pre-school, such as the 'all about me' sheets, and this is effectively used by key workers to provide care and learning that meets children's individual needs. Good and effective systems are in place to include parents in children's learning and development records. Strong links are established with other services and professionals. Staff liaise very closely with the local authority early years mentor service and local schools to effectively support children to ease their transition to school.

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

Good quality planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. Children are progressing well towards the early learning goals. This is because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions. For example, the children talk about the farm animals as they play with the farm and sort the animals into pens. Children have a wonderful time as they play in the home corner. They enthusiastically chop vegetables to make soup and mix chocolate cake and ice cream for tea. Staff use these opportunities to talk about the safety of knives and cookers at home. They are being skilful, active learners and use their imaginations very well. Staff use plenty of praise and encouragement with children.

Children regularly make choices regarding their play and staff ensure that the environment is stimulating and attractive to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. Furniture and resources are well organised to help create an accessible environment. Staff interact with children very positively and give them time and encouragement to investigate their creativity. For example, they explore the mark-making table and independently create glitter and tinsel pictures. There is a good balance between adult-led activities and free play.

Staff observe and monitor children's achievements and plan experiences that help children's progress. Staff are able to identify learning priorities for each child. However, they do not fully record this information to plan for individual learning and as a consequence some children may not meet their full potential. Children are involved in activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They enjoy stories and celebrate festivals to find out about different countries. For example, they learn about the Diwali festival and enjoy making Diya lights and tasting Indian sweets. This helps children to understand about different cultures.

Opportunities for children to learn about a healthy lifestyle are very good. Through topics and social interaction with staff during snack times, children have a secure understanding of the importance of being healthy. Children's healthy lifestyles are fostered effectively through daily access to the outdoor play area, where they like to participate in ring games, climb and balance on equipment, throw and catch balls and run around in the fresh air. They are independent and know to wash their hands before eating and after visiting the toilet. Children learn about safety through routines, discussions and purposeful activities, such as learning about the dangers of Bonfire Night and road safety.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. They enjoy books, accessing them independently, listening to and joining in with stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, they discuss and recognise their names and then independently use them in the snack bar with confidence. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting through a range of interesting games, songs and everyday activities. They learn how to estimate and measure as they become builders and learn how houses are made. This helps their early mathematical skills. Children know about the uses of everyday technology and most children learn how to operate wind-up toys and computer equipment. These opportunities help to successfully develop children's future skills. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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	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

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