

Rawlins Under 5's Playgroup

Inspection report for early years provision

Unique reference number EY347021
Inspection date 10/01/2012
Inspector Janice Hughes

Setting address St. Bartholomews Primary School, Willowcroft, Quorn,
LOUGHBOROUGH, Leicestershire, LE12 8HQ
Telephone number 01509 413062
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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

Rawlins Under 5's Playgroup opened in 1972 and moved to the current premises in 2007. The playgroup currently operates from two rooms in a purpose built mobile classroom within the grounds of St Bartholomews Primary School in Quorn in Leicestershire. The playgroup is open each weekday from 8.50am to 12.20pm during school term time. All children have access to a secure outdoor play area.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup is registered for 30 children at any one time and there are currently 60 children on roll, of whom all are in the early years age range.

The playgroup employs eight staff, some of whom work part-time over the week. Of these, six hold appropriate early years qualifications, with one member of staff having qualified teacher status. The setting receives support from Leicestershire local authority and are members of the Pre-school Learning Alliance. The playgroup is managed by a parental committee, who delegate day-to-day responsibility to the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong relationships are formed with children, each other and other professionals. The environment and organisation promotes inclusive practice. The planning of snack and outdoor play is mainly well organised to help children make good progress in their learning and development. Most documentation is well maintained and regularly reviewed. The procedures for ensuring the health and safety are all in place. The self-evaluation process is developing and has identified some good areas for improvement. Partnership with parents is outstanding and an excellent two-way system is in place to ensure the continuity of care is met.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents in advance of a child being admitted to the provision, including: who has legal contact for the child (W1 Safeguarding) 23/01/2012

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

- ensure that the planning systems use the children's observations and assessments to clearly show their learning priorities
- develop procedures so that children have more control over their learning to

keep their interest and develop their creativity; paying particular attention to snack and outside play routines.

The effectiveness of leadership and management of the early years provision

The management and staff help protect children from harm and neglect as they have strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Very good vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Suitable procedures are in place for the arrival and collection of children and effective measures are taken to ensure the premises are secure. Comprehensive and detailed risk assessments are carried out for all areas used by children, the activities and any outings they undertake. These measures ensure children are kept safe.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs and personal development. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. Most records are completed accurately, maintained and regularly reviewed to ensure that the playgroup comply with current regulations and guidelines. However, the childrens' records do not provide information about who has legal contact for the child which is a necessary requirement. The management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome.

The partnership with parents is excellent. The role of parents is seen as a significant and important part of children's on going development and progress. Their comments and views are highly regarded, resulting in exceedingly good settling-in procedures and secure partnerships. Parents are provided with high quality information about the playgroup through written information and the parent information pack. The playgroup work with other agencies to ensure that children with any additional needs are supported and cared for effectively. The setting have good links with neighbouring schools, ensuring that children transfer smoothly between settings when they are ready for full-time education. The also liaise with other settings through network meetings and share information when attending training courses.

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

Children are mostly progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible 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. However, there is no free access to the snacks provided and 'snack

time' restricts children in their play. They also do not always have access to outside play environment. This stops children having control over their learning and decision making. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Spontaneous observations enable staff to plan for children's interests and respond quickly to expand their learning. For instance, children playing in with the pirate ship develop a conversation about coconuts and why they can not drink sea water. 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 identify children's learning priorities although the use of these to support children's continued progress is not consistently clear in the planning systems. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They celebrate festivals and find out about different countries, for example, making dragons and eating noodles to celebrate the festival of Chinese New Year.

Opportunities for children to learn about a healthy lifestyle are very good. Through discussions, topics and social interaction with staff, children have a secure understanding of the importance of being healthy. Children are provided with healthy snacks, such as, a selection of fruit and brown bread. Children's healthy lifestyle is fostered effectively through daily outdoor play. They develop confidence and coordination when climbing up the slide and balancing on bars, this increases their physical development well. Children have a good understanding of hand washing procedures and when told it is snack time, they move to the bathroom spontaneously to wash their hands. Children's understanding of safety issues is further extended through stories and discussions and as they learn road safety and learn how to use scissors well.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to each other. For example, children enjoy playing in the kitchen area and chat about ironing the babies clothes. They extend this play by taking the babies shopping and then going home to cook their dinner. This shows the children as good critical thinkers and active learners. They enjoy books, accessing them independently, listening to and joining in stories. 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. Children know about the uses of everyday technology and most children learn how to operate computer equipment and use the CD player confidently. 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	1

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

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