

# Sparrows Playgroup

Inspection report for early years provision

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**Inspector**

Lynn Hughes

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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*.

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## Description of the setting

Sparrows Playgroup was registered in 2011 and is committee owned and run. It operates from the church hall in West Mersea, Essex. An enclosed garden provides opportunities for outdoor play. The playgroup is open from 9.15am to 11.45am Monday, Tuesday, Thursday and Friday and for two terms the setting opens from 12.30pm to 3pm, term-time only.

A maximum of 24 children under five years may attend the playgroup at any one time, all of whom may be in the early years age range. There are currently 40 children on roll in this age group. This provision is registered by Ofsted on the Early Years Register.

The playgroup employs eight members of staff. Of whom four including the manager hold appropriate qualifications to at least level two.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are met to a good standard. The staff team work well together and demonstrate good knowledge of the children in their key groups. Children participate in activities which enable them to make progress across all six areas of learning. Some systems are in place to enable the setting to review and evaluate the provision in order to maintain continuous improvement. Some relevant information is missing from the children's registration details and the setting is beginning to develop links with other early years settings.

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

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

- ensure that the following information is recorded for each child; the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with. (Documentation) 24/02/2012

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

- develop partnership working to provide further opportunities for parents to share in their children's learning and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care.

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

Procedures are in place to ensure that children are effectively safeguarded. Staff update their safeguarding knowledge through regular training events. They demonstrate clear knowledge of their responsibilities with regards to protecting the children in their care. All adults working with children are appropriately vetted and their clearance is held on file for inspection. The environment is regularly checked for safety to ensure that children play and learn in a safe and secure environment. All relevant records and documentation are in place, however, there are currently no systems to enable the setting to collect information about each parent's address and which parent the child lives with. This is a requirement of the Early Years Foundation Stage.

This is the setting's first inspection since re-registration as a committee run provision, however, it has been operating on the same site for many years prior to this. There is a strong staff team, many of whom have worked together for a long period of time. The setting is beginning to develop systems to enable it to review and evaluate the setting. All staff play an active role in this process and contribute ideas and suggestions for further improvements.

The playgroup operates from a church hall which is shared with a number of other users. Staff set out and pack away all of the equipment each day into carefully organised cupboards and storage spaces. They present an interesting range of resources at the children's height each day to enable them to become independent and to make choices over their play and learning. Children know that they can also ask for additional equipment if there is something specific they want to explore. A high adult to child ratio ensures that children are well supervised and supported. Staff know which role they are going to undertake each day as a clear staff rota is in place. The setting's equality and diversity policy promotes inclusion and ensures that staff work in a consistent way to meet all children's individual needs.

Parents spoken to at the time of the inspection are very complimentary about the setting stating that it is a welcoming and homely environment in which their children feel confident and happy. They find staff very approachable and feel able to discuss their children's needs and requirements with them at any time. Parents have opportunities to view their children's learning journeys and to discuss their next steps in learning with staff. Home to pre-school books are completed by staff, detailing the range of activities the children have participated in, what they have enjoyed for snack and whether they have shown particular interest in a subject. The setting is beginning to develop more meaningful links with other early years settings, however, these systems are in their infancy.

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

Staff meet on a regular basis to plan the long term activities and topics. Ideas from these meetings are then translated into weekly planning. The planning provides good opportunities for key persons to include activities which are tailored to individual children. This ensures that children are provided with an exciting range of planned and freely chosen activities each day based around their interests, ideas and favourite resources. Children enjoy their time at the pre-school moving confidently between the toys and play resources on offer to them. They excitedly wash and dry the role play equipment, explaining that 'it is all nice a clean now'. They make water pistols from construction materials and pretend to squirt water from them, when asked whether the water is warm or cold, they explain that 'it is warm water because it is too cold outside'. Children form small friendship groups, negotiating their position within role play situations and sharing ideas to enhance their play.

Children are and feel safe and secure in the setting. They understand the simple rules, such as, walking indoors and listening carefully to instructions. When they go for walks in the local area, staff plan appropriate routes and talk to the children throughout the experience about road safety, holding hands and not talking to strangers. Children develop a good understanding about keeping healthy as they are reminded to wash their hands before snack time and when they have been to the toilet. They know where tissues are kept and independently access them when they need to wipe their nose. Children are provided with a mid-session snack which is generally healthy and nutritious and children are reminded that it is important to have lots of fruit and vegetables in their diet. Children enjoy fresh air and exercise as they frequently access the enclosed garden adjacent to the setting. They learn about keeping fit and active and are encouraged to enjoy outdoor activities in all weathers.

Children are settled and comfortable with each other's company. They approach the adults caring for them with ease and enjoy the interaction they receive from them. Staff promote children's self-esteem by offering consistent praise and encouragement throughout the sessions. Children are provided with resources and activities which enable them to develop knowledge and understanding about other people's needs and cultures. They actively participate in the celebration of festivals and special occasions. The planned and freely chosen activities on offer to children enable them to develop secure skills for the future. For example, they converse well and shared real and imaginary experiences with each other. They use some resources, such as, an interactive globe and electronic learning games to enhance their knowledge of information technology. Children learn about the wider community when they go for walks in the local area.

## 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	3
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

<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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