

Clayton Playgroup

Inspection report for early years provision

Unique reference number 218119
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Inspector Bernadina Lavery

Setting address The Bungalow, Seabridge School Grounds, Roe Lane,
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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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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

Clayton Playgroup registered in 1992. The group operates from a single storey building in the grounds of Seabridge Primary School, Newcastle-Under-Lyme, Staffordshire. There is a secure, enclosed, outdoor play area. The group is managed by a voluntary management committee. The group opens five days a week during school term only. Sessions can vary and currently are 9am until 12 noon and 12 noon until 3pm on Mondays to Wednesday and from 9am until 12 noon on Thursdays and Fridays. The group serves the local area. Children attend for a variety of sessions.

The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children aged between two and eight years may attend at any one time. Currently there are 47 children on roll, all of whom are in the early years age group. The group is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The group supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, one holds an appropriate qualification at level 6, three hold appropriate qualifications at level 3, one holds an appropriate qualification at level 5 and one holds an appropriate qualification at level 2. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children happily attend this welcoming group where they make good progress within the Early Years Foundation Stage. Dedicated, committed, enthusiastic staff ensure all children are safe and achieve well. Daily routines are organised to accommodate most children's individual needs and learning experiences. Partnerships are valued and inclusion is given good attention. Parents and carers are given good information about the Early Years Foundation Stage, although the importance of outdoor play requires more emphasis. Monitoring and evaluation procedures are well targeted and focused on future improvements.

What steps need to be taken to improve provision further?

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

- improve the organisation of snack time for younger children so that hand washing arrangements meet hygiene requirements and children's independence skills are further promoted
- provide information for parents and carers about the benefits of children's

first-hand contact with the weather and seasons during outdoor play.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention at this friendly setting. Staff attend regular training to ensure they are confident in recognising the signs of abuse and reporting child protection concerns or allegations. Systems are updated to reflect current guidance. For example, the group operate a stringent mobile phone procedure to help safeguard children. The management committee plays an active role in overseeing the smooth running of the group. Robust recruitment and vetting procedures are in place, including a thorough induction procedure and a code of conduct for students and visitors. Evidence of how suitability decisions are made and monitored is well documented. Detailed policies and procedures cover all required elements of the Early Years Foundation Stage and are available to parents, carers, staff and students. Risk assessments and safety checks are regularly undertaken, ensuring children can play safely indoors and outside. Security systems are effective as children's attendance is carefully recorded, along with any visitors to the premises. Children's health and dietary needs are clearly documented and staff are qualified in administering first aid. This ensures children can play safely and their welfare is promoted.

Good team work is evident. Staff are supportive of each other and understand their roles and responsibilities very well. A key worker system helps to ensure children develop trusting relationships with staff. Good support systems are in place for children who speak English as an additional language, as staff use key words and seek advice from families and the local authority. Staff make good use of the space available. Playrooms are brightly decorated with children's work and reflect examples of artwork pertinent to different festivals and celebrations, such as Eid and the Chinese New Year. This helps to promote positive images of diversity. Good quality, sustainable toys and resources ensure children experience choice and variety in their play. Children have access to a delightful garden area. However, this is not always used to its' full potential during inclement weather, such as snow, following feedback from parents and carers. This limits the benefits of children's first-hand contact with the weather and the seasons.

Parents, carers and grandparents play an active role in this welcoming setting. They comment that their children are cared for by a dedicated team and that information sharing strategies are successful. Partnership working is facilitated as good links with the local special needs coordinator and local feeder schools help to support collaborative working and ease children's transition to the next phase of their education. Evaluation procedures are effective, resulting in an honest assessment of the group's strengths and a shared vision of quality. Feedback from questionnaires and discussions at committee meetings help to identify future priorities and ensure ongoing improvement. All staff are committed to providing a quality service and are encouraged to continue their professional development through further training.

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

Children make good progress as staff deliver the Early Years Foundation Stage with confidence and patience. Teaching is consistently good and staff ask children thought provoking questions, such as 'what helps a kite to fly?'. Planning is child-focused, flexible and reflects children's particular interests, including fire fighters and space. Assessment systems are well considered and reflect children's individual starting points and progress across the six areas of learning, including ideas for extension activities. Observations of children's progress illustrates that staff have a good understanding of the Early Years Foundation Stage and link children's individual learning styles and needs well. For example, by focusing on the development of social skills, children lacking in confidence are helped to settle into the daily routine. Good behaviour is evident throughout the group and children are beginning to form close friendships as they sit by their friends at registration. Children are encouraged to consider differences within society and take part in discussions about celebrations. For example, staff explain the significance of St David's Day for Welsh people by showing different artefacts and playing Welsh music in the background. Literacy skills are encouraged as children are supported in thinking about rhyming words, such as 'fox' and 'box'. Books and stories are used effectively to help children develop attention and recall skills.

Mathematical language is used effectively as staff talk about fruit being whole or cut in half. Children are supported in counting as they take two pieces of toast at snack time. This shows children are beginning to understand the concept of number. Children are developing good thinking and reasoning skills as they take part in discussions about nature. For example they say, 'the jam that comes from bees is called honey'. Children are fascinated with the natural world as they use magnifying glasses to look for ladybirds in the garden. Outdoor growing areas include strawberries and herbs planted by children, helping them to understand about time and change. Children have good opportunities to be creative as they use glue, feathers and paper to make collage pictures. Children enjoy dressing up in different costumes and hats, using their imagination as they move around the setting pretending to be fire fighters. Physical skills are encouraged as children are learning to use scissors safely and successfully. For example, they cut plastic straws and use these to enhance their play dough models. Children can access resources, such as calculators and a cash register to enhance their technological skills. Overall, children are developing good skills to support their future learning.

Healthy eating is encouraged as children are offered milk and water to drink. Children have a good choice of fruit and vegetables at snack time, such as bananas, cucumbers, carrots and apple. However, the organisation of snack time does not always promote the needs of younger children. For example, while older children use the bathroom facilities, younger children wash their hands in a communal water bowl in the main play room before snack time. This is inconsistent in promoting independence and good hygiene practice. Children are learning to keep themselves safe as they take part in regular fire drills. Community Police Officers visit the group to talk to children about 'Stranger Danger' and 'Bonfire Night'. This helps children to understand the need to be responsible for

their own safety. Outdoors, children move in different ways, carefully tiptoeing around and stepping over stones in the magical Fairy House and crouching down to admire the fairies.

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

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