

Cogenhoe Playgroup

Inspection report for early years provision

Unique reference number 220193
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Inspector Maggi Hunt

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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

Cogenhoe Playgroup is a committee run provision that opened in 1970 and operates from the Community Centre within the village of Cogenhoe, Northamptonshire. There is provision for outdoor play incorporating hard and grass surfaces. It is registered on the Early Years Register and on the Compulsory and Voluntary parts of the Childcare Register to care for 26 children. The setting opens weekdays from 9am to 12pm, in school term time only. An extended day is offered from 9am to 3pm on Tuesdays. There are currently 22 children aged from two to under five years on roll. The setting provides support for children with special educational needs and/or disabilities. The setting employs four members of staff, three of whom hold appropriate early years qualifications. Children mainly attend from the village but also the surrounding area. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and safe environment. They are happy and settled and make sound progress in their learning and development. However, weaknesses in planning, observations of children and the use of the learning environment mean that children's individual needs are not always consistently well supported. The partnerships with parents and other agencies are generally positive. Leadership and management is effective in supporting the professional development of staff but on-going evaluation of the quality of the provision is not sufficiently developed.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation, involving all staff and the committee, to ensure that they clearly identify what needs to be done next in order to secure further improvements
- further develop planning to ensure it builds on children's individual interests and uses observations to evaluate their learning and to identify their next steps
- ensure that children are offered a variety of learning activities and resources, on a daily basis, that provide challenge and suitable stimulation in all areas of learning
- make greater use of the outside play area to support children's learning across all areas of the Early Years Foundation Stage, throughout the year.
- ensure the educational programme is suitably monitored, and address identified areas of weakness to improve the quality of provision.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are sound. All staff have a good understanding of both the signs and symptoms of abuse and the procedures to follow to report concerns. This ensures that children are well protected. Vetting and induction procedures for all adults who work with or come into contact with children are secure. Children move around the setting safely and are kept safe because staff ensure all hazards to children, both indoors and outside, are identified and minimised, through regular risk assessments. Security within the setting is good. Staff in the setting have current paediatric first aid certificates. The children are further protected because the setting has suitable records, including accident, medication and attendance records. This actively promotes children's health and well-being.

Staff are kind and caring role models who regularly praise and acknowledge children's efforts and achievements. They have a satisfactory understanding of the Early Years Foundation Stage and generally use it well to support children's learning. Overall, there are suitable resources to support children's learning. There are however, weaknesses in the use of the environment and in resources offered to children, both inside and outdoors, which means that they do not always have appropriate variety, during each session, across the six areas of learning. Insufficient planning means, on occasions, some children are not suitably stimulated and challenged. The outdoor environment is mainly used for physical activities and insufficient attention is paid to its use to promote other areas of learning.

The setting is committed to improving the well-being of the children in its care. Most staff have appropriate early years qualifications and unqualified staff have considerable experience of working with young children. The manager and chair of the committee conduct annual staff appraisals that are used to identify training needs. The management encourages and supports staff development to improve existing practice, for example one member of staff is undertaking a Foundation Degree in Early Years. However, the setting does not regularly monitor and evaluate the quality of the provision. As a result, the setting does not accurately identify areas for improvement.

Relationships with parents and carers are open, friendly and professional. Parents comment positively on the care and learning provided. They are told about what their child has done, mainly through informal discussions. Effective relationships with the local schools are in place. A regular exchange of visits takes place and a sense of community is fostered. Partnerships with professionals that support children with special educational needs are very well established and contribute effectively to supporting children's welfare and learning through a regular exchange of information. Staff promote an inclusive environment. All children are treated with respect and as individuals. They receive attentive care.

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

Overall, children are offered a suitable variety of play opportunities that support them in making satisfactory progress towards the early learning goals in relation to their capabilities and starting points in their learning. Children are happy and relaxed in a welcoming environment. Descriptive observations and photographs of activities children undertake are included in their learning files but these are not sufficiently evaluative and staff do not always use them well to identify children's next steps and to ensure that planning meets their learning and development needs or reflects their interests.

Children are confident and sociable. They are developing their personal independence as they move from one chosen activity to another. Although children are not able to freely select resources due to storage limitations, they are offered opportunities to request items. They are able to concentrate as they play with construction toys or in the water tray. They cooperate well, sharing resources, for example wheeled toys. They show excellent social skills at snack time by waiting for others, politely requesting food and asking to leave the table. Children learn new words and their meanings as they extend their communication skills when interacting with staff and other children. Although children enjoy regular stories, the lack of displays in the playroom means children are not exposed to other forms of print. Additionally, staff do not explore letters and sounds regularly, so that they can begin to develop children's early literacy skills. Children enjoy problem solving when completing jigsaw puzzles and learn positional language, for example 'in', 'under' and 'next to' as well as counting when playing in the water.

Children have opportunities to use their imagination through role play and they enjoy regular dance and music sessions with a visitor to the setting. However, other forms of creativity are less well supported and encouraged in the setting. For example, when making Mother's Day cards, children were restricted by the limited materials offered to them. Children do not have daily access to, for example, malleable materials, paint and other resources to support free expression.

Children have opportunities to learn about the roles of others, through visitors and outings. For example a visit to a local outdoor farm centre is planned. They enjoy celebrating a wide range of festivals and events. Opportunities to develop their physical skills are supported as they manoeuvre wheeled toys and throw and catch balls. Children handle small equipment confidently. Children are developing satisfactory skills for the future in communication and in their social interactions. However, a lack of computers or programmable toys or regular access to, for example, keyboards and calculators impacts on their progress. Staff are actively engaged in children's learning as they encourage them to think for themselves and extend their learning through discussion and the effective use of questions.

Children are developing a good understanding of how to stay safe. They follow careful routines as they move from the indoors to the outside play area and when handling equipment. Children's behaviour is good. They respond to gentle reminders and are actively encouraged to share and take turns. They show

genuine concern and empathy when they think a child may have been hurt, for example when playing outside.

Children are developing a good awareness of what constitutes healthy lifestyles. They adopt good hygiene routines which help to prevent the spread of infection. Children are offered good quality, nutritious snacks that meet their dietary needs. Children generally have regular access to the outside play area and robust physical activity.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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

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