

# Drax Flowerpot Playgroup

Inspection report for early years provision

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**Unique reference number**

400463

**Inspection date**

28/09/2011

**Inspector**

Nicola Jones

**Setting address**

Drax Village Hall, Castle Hill Ln, Drax, Selby, North  
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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**

Drax Playgroup is managed by a voluntary management committee, which is made up of parents at the playgroup and members of the local community. It was registered in July 1992 to care for no more than 24 children aged from two to five years. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children in the early years age group. The playgroup operates from Drax Village Hall on the outskirts of Selby and serves families from the local community and surrounding areas.

The playgroup has links with schools in the local area. Times of opening are 9am to 3pm, on Mondays to Fridays in term time only. The playgroup has use of a large playroom and an enclosed, outdoor play area. There are four members of staff who work directly with the children, three of whom hold appropriate level 3 childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Highly effective partnerships with parents, local schools and other agencies are a key strength and are significant in making sure that the needs of all children are met. Children are safe and secure and enjoy learning about their local area and the world around them. They make good progress in their learning as a result of effective observation and assessment procedures. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted on.

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

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

- create an environment rich in print where children can learn about words, for example by using labels
- develop systems to monitor and evaluate improvements to the provision and their effect on children's learning.

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

Children are safeguarded because staff have clear policies and procedures embedded within their practice. There is a designated person with responsibility for safeguarding, and all staff have received training and are aware of their responsibilities to keep children safe. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. As a result, children display a very good awareness of safety. Fire safety

procedures are in place and children are safeguarded well as effective policies are in place and the room and outdoor area are secure at all times.

Staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is highly stimulating and good quality resources are accessible by the children. The manager is taking well-considered steps to ensure resources and the environment are fully sustainable by using recycled materials. For example, children manoeuvre lengths of drainpipe to make the outline of a house and pretend to mix concrete in old tyres. Resources are provided by parents and the local community.

Staff are focused on helping all children to make good progress in their learning and development. This is because the manager has clear expectations and has plans for the future which are likely to bring about further improvement to the provision and outcomes for children. It is not always clear, however, how these improvements affect children's learning as the manager does not have sufficient opportunities to reflect on practice and measure the outcome. Staff morale is high, and training needs are identified through staff appraisal and regular meetings.

The playgroup is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Links with local primary schools are a particular strength, and parents describe how well staff prepare children who are transferring into school. There are well-established channels of communication with services in the local community; for example, children take part in community consultation with the fire brigade and police service. Partnerships with parents are exceptional. Parents take an active part in their children's learning and are involved in decision-making on key matters. For example, parents expressed a wish for their child to receive a hot meal at lunchtime. This has been achieved through negotiation with the local school, and food is now provided during winter months.

Equality and diversity are well established as staff know and understand each child and where their needs lie. They help children to understand about different cultures by displaying postcards, pictures and reading stories. Stereotypical views are challenged by staff through discussion with children when situations arise.

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

Children are making good progress in relation to their starting points. This is because assessment through high quality observations is rigorous. The information gained is used very effectively to plan a wide range of adult- and child-led activities. Children have individual development files, which include observations and photographs, and learning is matched to the Early Years Foundation Stage. Children have access to a good range of resources in the outdoor environment, which allows them to make choices and become independent learners. They develop communication skills; for example, they sit around a large tyre and listen attentively to a story, and discuss how they are going to mix colours on a large painting easel. Problem-solving skills are developed as children build structures and

make decisions about the positioning of equipment. Staff are passionate about the quality of children's learning outdoors and have taken steps to extend the provision to maximise opportunities. As a result, children go out in all weathers, experience the elements first-hand and explore natural resources. Children are presented with a range of activities and resources in the indoor environment. However, they are not always aware of the selection available as some labels are missing and they are not always of good quality.

Children's behaviour is exemplary, and they show an excellent awareness of responsibility in the playgroup. This is because staff provide excellent role models and children are praised for their manners. They are confident, settle well and develop excellent relationships at every level with adults and their peers. As a result, parents are happy to leave their children and look forward to picking them up and sharing the experiences they have had.

Children's understanding of safety is demonstrated through their play. Staff followed up an interest in traffic lights and, as a result, children use red and green symbols to 'stop' and 'go' as they ride their bikes and scooters. Children know what is expected of them and demonstrate an understanding of how to stay safe independently of adult prompts. Children have good opportunities to learn about healthy eating because they are encouraged to eat healthy snacks. Individual dietary needs are met, and staff share good practice with parents to help them prepare children's packed lunches. Children have free access to fresh food and drinking water throughout the day and effectively share these with their peers. They are encouraged to wash their hands before eating and after playing outdoors. As a result, children are gaining independence in their personal care.

## 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	1
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

<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	1
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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