

Sunbeams Playgroup

Inspection report for early years provision

Unique reference number 253627
Inspection date 16/05/2012
Inspector Margaret Barwell

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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

Sunbeams Playgroup is a committee run provision in Sutton Bridge, Lincolnshire. The accommodation is in a mobile unit, with access to two enclosed outdoor areas in the grounds of the local primary school. There is a Children's Centre in a separate part of the building. The group operates between 9am and 3.30pm during term-time only.

The playgroup is on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 63 children on role who are within the Early Years Foundation Stage. Of these, 55 receive funding for their early education. The playgroup supports children with special educational needs and/or disabilities and children with English as an additional language.

Four full-time and three part-time members of staff are employed, of these, one is qualified at level 2 and all other staff hold a level 3 childcare qualification, or above. The manager is qualified to level 5 foundation degree. The group is a member of the Pre-school Learning Alliance and the Birth to Five services.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Arrangements to safeguard and promote children's welfare are adequate in most respects. However, risk assessments are not sufficiently rigorous to ensure that all hazards to children are minimised. Staff create a welcoming and inclusive environment where children settle well and enjoy their play. A wide range of toys and equipment indoors and out, contribute to children's good progress. Very effective relationships with parents and professional agencies have a significantly positive impact on outcomes for children. The manager is committed to continuous improvement and self-evaluation has identified some of the key actions necessary to drive up standards, although this is not yet fully implemented.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children - both indoors and outdoors-are kept to a minimum (Suitable premises). 30/05/2012

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

- employ a whole setting approach, support collaborative working and the collective identification and clear expression of pedagogical objectives related to the Early Years Foundation Stage framework that promote achievement for all children
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children. This relates to effective monitoring, evaluation and leadership support for day to day practice in the playgroup.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately in most respects because arrangements for child protection are sound. Robust employment procedures are in place and all staff have undergone the required suitability checks. Supervision of children is vigilant and the policies, procedures and records for the safe and efficient running of the setting are in place. However, the assessment of risk, and the subsequent action taken, to minimise the hazards posed by pigeon droppings outside, is not sufficiently effective. This does not fully promote children's safety and is a breach of the welfare requirements.

A welcoming environment with a good range of resources stored at children's level, supports child-initiated play well. Children self-select and follow their own interests, this promotes their independence and confidence. Children have a secure sense of belonging as staff get to know them, helped greatly by the detailed information provided by parents when children first attend. Children with special educational needs are very well supported by staff. Established links with professional agencies ensure that they have guidance about children's individual educational and care programmes so that children make good progress. Children who have English as an additional language, are sensitively nurtured with one to one support that helps them to feel safe and secure and to build their confidence in using English.

Self-evaluation is partially successful and accurately identifies strengths and some of the setting's weaknesses. Some recommendations from the last inspection have been achieved. This has improved outcomes for children, particularly in their speaking and listening skills. However, self-evaluation still does not gauge sufficiently how well various learning strategies are impacting on children's development, in order to identify and build on the most efficient methods of teaching children the basic skills. This is because the manager has low visibility in the playgroup. Therefore, there is insufficient support for, and monitoring of, day to day aspects of the playgroup provision. Setting improvement therefore lacks consistent leadership and drive.

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

Children know the routines of the setting well, which helps them to feel secure and receptive to play and learning. For example, all children self-register which involves them in recognising and 'signing in' with their own name label. They sing the hello song together and show that they know most children's names. They count how many children are here today, showing a secure grasp of numbers to ten. They learn to link letters to sounds successfully. For example, they all make the 'W' sound and they know that it is the sound for 'wobbly Wednesday'. These focused activities help children to develop a range of skills with support from a member of staff or their key person. They make choices in focus activities, such as when they choose an animal picture, name it, and sing a song together to represent the animal. They enjoy traditional songs such as, 'Old Macdonald had a Farm' and 'Two Little Dickie Birds,' remembering the words well. They enjoy books in the quiet area, supported by staff.

Staff provide positive models of language-use for the children and readily engage in conversation with them, this helps to support children's communication skills well. For example, there is good use of questioning from staff at lunchtime, asking children 'how many legs have you got?', and 'how many legs has your chair got?' Children decide if they would like their sandwiches cut in slices or in circles and discuss the different shapes. They chat happily with each other through lunch and it is a lovely, sociable occasion in the children's day. Adults extend their knowledge and understanding, talking to them about front teeth being for biting and back teeth for chewing. They praise their good manners saying 'and you are eating with your mouth closed too, even better, we like that.' Through frequent opportunities in everyday activities, staff support children's speaking and listening abilities, their critical thinking, their ability to use number confidently and their social skills. Consequently, children are making good progress in important areas of their development, showing good skills for their future learning. This is visible as they chat with authorised visitors and have extended conversations with adults and with their friends. They show an interest in information technology and ask questions such as 'why has your mouse lost its wire?' Parents are very positive about the quality of the provision, the support given by staff and the progress made by children.

Outside, children have immense fun playing with the lawn mowers, running excitedly as they 'mow the grass' in record time! The outdoor play area is especially inviting and makes a strong contribution to children's learning. Children become engrossed in role play in the pirate ship and tower. There is a sand pit full of curious items and eager children, who, with adult support, extend their investigation and problem solving skills. Children stretch and challenge their physical skills, adeptly travelling across upturned milk crates and tree stumps then jumping down safely with good body control. They run and jump and invent their own games as they chat and chase and thoroughly enjoy their outdoor experiences. Children are becoming aware of the role of exercise and fresh air in promoting good health.

Occasional gentle prompts from staff remind children to play safely and boundaries are clear and consistent. Their behaviour is mainly good and they demonstrate in their play that they know what staff expect of them. Children take some responsibility in the setting, by self-registering, putting their jackets on their peg or their jumper in their draw. They mostly take turns well and they demonstrate happy and positive attitudes in their play, learning and social experiences with friends and adults in the setting.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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