

# Blakesley Playgroup

Inspection report for early years provision

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EY428594

**Inspection date**

26/04/2012

**Inspector**

Ann Austen

**Setting address**

The Village Hall, Blakesley Playing Field, TOWCESTER,  
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**Telephone number**

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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**

Blakesley Playgroup was registered in its current premises in 2011. The group originally opened in 1965 and operates from a newly built village hall in the village of Blakesley, Northamptonshire. The pre-school serves the local community and beyond and is accessible to all children.

The pre-school operates during term time only and is open Monday and Tuesday from 9am until 12.55pm and Wednesday and Thursday from 9am until 2.55pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the playgroup at any one time. There are currently 20 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications and one is currently working towards a qualification. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Children are cared for in an environment which is welcoming, nurturing and inclusive to all. They settle well and make good progress in their learning and development. Policies and procedures effectively support the management of the provision. Staff are continuing to develop assessment arrangements and systems to fully utilise the range of available resources. Good partnerships are established with parents and other professionals to support children's care and learning. Management uses self-evaluation to drive forward improvements in order to maintain the quality of the care and learning offered.

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

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

- develop further systems to track the progress of younger children
- develop further opportunities for children to select additional resources for themselves.

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

Arrangements for safeguarding children are good. This ensures that children are well protected and given high priority at all times. Staff have a good awareness of the indicator signs of abuse and the designated person who takes the lead responsibility for safeguarding children understands the importance of following

the Local Safeguarding Children Board procedures in the event of child protection concerns. Strong recruitment procedures are in place to ensure that all staff are suitable to work with children. Risks of accidental injury are minimised during indoor and outdoor activities because staff supervise the children well and carry out daily risk assessments of all aspects of the provision. Security within the pre-school is a priority. Staff closely monitor the arrival and departure of the children, ensure that children are only collected by authorised adults and a record of visitors is maintained. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. As a result, children's health and well-being is well promoted.

The management committee and staff have aspirations for the continual development of the provision. Self-evaluation systems are used to highlight successful practice and areas for development. Management and staff participate in appraisals and attend further training to develop their existing knowledge and professional development. Staff are generally well deployed to support children in their learning and development.

A good range of resources are available to support children in their learning. Staff are required to set out and pack away the resources at the beginning and end of the pre-school session, however, they do not always structure the environment to enable children to take the initiative and become increasingly self-sufficient in selecting additional resources for themselves. This consequently limits opportunities for children to fully develop their own ideas as they play.

Management and staff are committed to ensuring that the service provided is inclusive for all families. All children are treated with respect and as individuals and receive attentive care and support. Staff develop positive relationships with parents and carers. Parents are able to contribute what they know about their child so that their wishes are known and the needs of their child are promoted. Communication diaries, daily discussion, parents' evenings, newsletters and 'messy play' sessions enable staff to talk to parents and provide them with opportunities to discuss their child's achievements and well-being. Parents speak positively about the provision. Staff establish good links with the local primary school and with other providers who deliver the Early Years Foundation Stage. This helps to ensure continuity in the children's care and learning.

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

Children are happy and develop positive attitudes towards learning as they play. Consequently children are making good progress towards the early learning goals. Observational assessments are used to identify learning priorities and tracking systems are in place to monitor the progress of older children. However, tracking systems have not been implemented for younger children attending the provision. Consequently, staff are potentially unable to identify gaps in the children's learning and to monitor their progression towards the early learning goals.

Children feel safe and secure and develop a positive sense of belonging to the setting. New children to the provision are offered additional reassurance and support as required. Staff are developing children's understanding of dangers and how to stay safe, for example they learn why they should not run in the hall and how to use the climbing frame safely. Children are learning to be polite and caring towards each other. They learn to share and take turns and receive support, praise and encouragement from staff which actively builds their confidence and self-esteem.

Children communicate with growing confidence. They sit quietly and look at books for enjoyment and listen attentively to stories; answering appropriate questions and eagerly joining in with familiar phrases. Children make marks as they draw on the white boards. Older children are beginning to draw recognisable pictures and are developing their emergent writing skills and are proud of their achievements. Children count with growing assurance and are developing their mathematical ideas and concepts as they complete puzzles and play shape games. They create collage pictures, use potatoes to print and enjoy feeling the texture of the shaving foam and paint.

Children learn about diversity and the wider world through a variety of resources, discussions and celebrations that take place. For example, children enjoy visits around the local community, travel on a coach and enjoy picnics in the woods. Children sample prawn crackers and make spring rolls to celebrate the Chinese New Year. They decorate cakes and dress up as knights and princesses to commemorate Saint George's Day. Children learn about growth during planting activities, build snowmen and are taught how to complete a simple programme on the computer.

Children benefit from a clean, warm and comfortable childcare environment. The good health and well-being of children is encouraged and they are learning to follow appropriate personal hygiene routines in order to minimise the spread of infection. Children's individual dietary needs are acknowledged and met because the staff take account of the wishes of parents as they discuss dietary requirements with them. They make individual choices from healthy snacks and drinks. For example, children are offered dried and fresh fruit, warm crumpets and a choice of milk or juice.

Children enjoy being physically active and are developing the confidence to enjoy moving with control, using their bodies in a variety of ways. For example, children manoeuvre wheeled toys and stop when the traffic light becomes red. They climb on the climbing frame, crawl through the tunnel, pretend to stomp like dinosaurs during music and movement sessions and participate in yoga. A good range of activities effectively promotes children's hand-to-eye coordination and strengthens small muscles. For example, children thread reels and handle tools, such as scissors to cut spaghetti and manipulate dough.

## 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	3
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

<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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