

Aldwincle Playgroup

Inspection report for early years provision

Unique reference number 219989
Inspection date 14/05/2012
Inspector Karen Cooper

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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

Aldwinckle Playgroup is privately owned and run by a management committee. It was registered in 1991 and operates from a mobile building in the grounds of Trinity Lower School in the village of Aldwinckle, Northamptonshire. There is a fully enclosed outdoor play area. The setting serves the local and surrounding area.

The setting is open each week day from 8.45am until 2.50pm during term time only. Children attend for a variety of sessions. A maximum of 16 children aged from two years and six months to five years may attend the setting at any one time. There are currently 32 children on roll, all of whom are within the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is in receipt of funding for early education places.

There are four members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 4, two hold an NVQ at level 3 and one holds an NVQ at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children demonstrate a strong sense of belonging within this welcoming and stimulating environment. Toys and resources are extremely well-organised and provide children with plenty of opportunities to enable them to make good progress in their learning and development. Children are valued and their individuality respected. Excellent relationships have been established with parents and other early years professionals to ensure children's individual needs are met well. Staff demonstrate a strong capacity for continuous improvement and most policies and procedures support the effective running of the setting. Although, current systems for observation and assessment and risk assessment are not fully effective.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to state when they were carried out, by whom and include the date of review. (Documentation) 28/05/2012

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

- develop further observational assessments in order to plan to meet children's individual needs and next steps

- expand the range of resources which promote positive images of disability in order to promote children's understanding of the differing needs of others.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff are fully aware of their role and responsibility to protect children in their care. They have attended safeguard training to ensure their knowledge is up-to-date. Robust vetting procedures ensure that staff working with the children are suitable to do so. Children are organised very effectively into small groups with their key workers. This promotes consistency of care and enables the staff to build effective relationships and to get to know individual children well. Children use an extensive range of toys and equipment which are organised exceptionally well. This enables them to extend their play and develop their independence. They have equal access to all toys and staff plan a good range of activities that acknowledge diversity. However, resources are limited with regards to helping raise children's awareness of people disabilities. Staff have a good awareness of security and ensures children are safe and secure. They regularly undertake risk assessments to identify any hazards within the setting. However, the written record does not state when it was carried out, by whom or the date of review.

Staff are committed to raising outcomes for children and are dedicated towards improving their own professional development. They work well together and regularly attend further training and workshops to update their skills and knowledge. They effectively use the self-evaluation process to identify where changes are required. As a consequence, the recommendations made at the last inspection have been fully met. Staff are responsive to suggestions from parents and use information gained from staff meetings to feed into the evaluation process.

Excellent partnerships are in place with parents and carers, with many opportunities for shared discussions regarding their child. Parents have regular access to their child's learning journals. The settings website, open days and text messaging service ensures that parents are fully informed of the service and care provided. It is evident from questionnaires received and discussions with parents that they appreciate and value the staff and care provided. For example, one parent stated that 'a cosy intimate nurturing environment is provided, where every child is celebrated for their own unique personality and ability'. The settings policies and procedures are readily available for parents. Documentation is effectively organised and stored appropriately to ensure confidentiality is maintained. Staff are fully aware of the value of working with other professionals to help provide consistency of care and learning for all children. They have established excellent links with the local and surrounding schools that some of the children also attend.

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

Children are happy, settled and have formed good relationships with each other and staff. They are valued as individuals and staff help them to feel good about themselves. Staff frequently provide support, praise and encouragement, while managing their behaviour well. This helps build children's self-esteem. There is a good balance of child-initiated and adult-led activities and children take part in a broad range of activities that offer good levels of challenge. Staff clearly demonstrates that they know the children well. They take positive steps to find out what interests each child, how much they know and can do. Learning Journals are well-presented with samples of children's work, photographs and observations. However, the information gained from the observations is not used consistently to help plan to meet children's individual needs and their next steps.

Children enjoy themselves and are engrossed in activities which they choose. They have great fun exploring different textures during craft activities. For example, they confidently fill, pour and empty sand and water from a variety of containers into funnels. They experiment with paint and enthusiastically use sponge rollers and various printing tools to make different patterns. Children's mark-making skills are fostered well as they access a range of materials at each session, such as, crayons, chalks, paper and felt pens. They enjoy looking at books and concentrate well when listening to familiar stories. Children's simple problem solving skills are encouraged through everyday activities. For example, they compare, sort and calculate as they use jigsaw puzzles and cash registers during role play, and build with small and large construction toys. They have good opportunities to develop their understanding of technology through the use of a computer and are becoming increasingly confident using the mouse to navigate the cursor around the monitor. Children enjoy being active and have daily access to the well-equipped outdoor area to help develop their physical skills. Children enjoy using their imagination in role play and love to take on family roles. They also enjoy acting out the roles of familiar people within the community such as, a doctor and nurse. They are developing a good understanding of the world they live in through their play and have planted various seeds and observed them as they grow. Through well-planned activities and play opportunities children are learning to respect each other and acknowledge cultural differences.

Children learn about keeping themselves safe through discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. They are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill. All staff are trained in administering first aid. Children are actively learning about the benefits of a healthy lifestyle through effective discussions and daily routines. They are offered a variety of healthy nutritious snacks and lunch boxes provided by parents are stored appropriately. Fresh drinks are readily available to ensure children remain hydrated.

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

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| 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

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|--|---|
| 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 | 1 |
| 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

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| 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

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| 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