

Happy Faces Playgroup

Inspection report for early years provision

Unique reference number	254305
Inspection date	30/04/2012
Inspector	Janet Keeling

Setting address	Blenhein Park Primary School, Lancaster Road, Sculthorpe, Fakenham, Norfolk, NR21 7PX
Telephone number	07940 990592
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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

Happy Faces Playgroup was registered in 1994 and is run by a voluntary management committee. It operates from a classroom within Blenheim Park Primary School in the village of Sculthorpe, Norfolk. Children have access to an enclosed outdoor play area and to the school playing fields. The playgroup serves children and families from the local and surrounding areas.

A maximum of 26 children from two years to under eight years may attend the playgroup at any one time. There are currently 29 children on roll, all of whom are within the early years age group. The playgroup opens Monday to Friday from 9am to 1pm during school term time only. The playgroup is in receipt of funding for early education. Children attend for a variety of sessions.

The playgroup has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The playgroup is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 4 and one holds an NVQ at level 3, all in early years. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework and as a result, children make good progress in their learning. Staff are calm, caring and work hard to provide a welcoming and stimulating learning environment which promote most areas of learning well. Staff provide an inclusive service where the uniqueness of every child is successfully recognised and celebrated. Meaningful relationships with the host school and other agencies and excellent partnerships with parents and carers have been firmly established ensuring children's individual needs are consistently met. All staff demonstrate a good commitment towards the sustained and continuous improvement of the playgroup.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor learning environment in order to maximise children's learning opportunities
- develop further the organisation of large group time in order to fully engage all children.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. All staff have successfully completed their safeguarding children training and have a good understanding of the procedures to follow should they be concerned about a child in their care. The playgroup's policies and procedures are implemented consistently to ensure the safe and effective running of the group. For example, effective recruitment and vetting procedures are in place to ensure that adults working with the children are suitable to do so. Staff are vigilant about the safe arrival and collection of children and routinely verify the identity of all visitors. Detailed risk assessments and daily checks are completed, and as a result potential hazards to children are minimised. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. Robust systems are in place to record accidents, incidents and children's health and dietary needs. The environment is very welcoming and provides good opportunities for children to make choices about their own learning and play. Resources are well maintained and accessible to all children. Staff are successfully deployed to ensure children are kept safe at all times.

Staff work very well together as a team and have a good understanding of their roles and responsibilities. They strive to improve their practice and have systems in place to monitor and evaluate the quality of the service. There is a pro-active and shared vision for inclusive practice ensuring that every child is fully included and integrated into playgroup life. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language. In addition a detailed equality and diversity policy outlines a commitment to promoting inclusive practice. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being is further enhanced. Staff work successfully in partnership with the host school and other agencies in order to meet the needs of all children.

Partnerships with parents and carers are outstanding. Parents are invited to attend the playgroup before their child starts and are also offered a home visit which enables the child's key person the opportunity to meet the family in their own environment. They also receive a highly informative prospectus which outlines the running of the group. Excellent settling-in procedures are tailored to meet children's individual needs and help and support them in their transition from home into their new environment. The informal exchange of comprehensive information at the start and finish of each session ensures that children's changing needs are consistently met. Highly attractive and informative notice boards help to keep parents fully informed about the running of the playgroup. Parents are encouraged extremely well to bring in examples of their child's work and achievements and display them on the 'show and tell' notice board. During the inspection parent's expressed very positive views about the playgroup. Comments included, 'staff are extremely supportive' and 'our children are kept safe and look forward to attending the group'.

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

The learning environment is bright, welcoming and child-friendly with plenty of space for children to move around freely and explore. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they access a range of activities and resources. They benefit from the 'free flow system' where they are able to move freely between the indoor and outdoor areas. However, while children relish being in the fresh air, the outdoor environment is not yet fully developed in order to fully maximise their learning opportunities. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Staff observe children as they play and use information gained to inform their planning. All children have 'learning story folders' which contain information about their learning and progress. These folders go home termly with parents and carers and are made available for them to see at anytime.

Children participate in a wide range of enjoyable activities. For example, there is great excitement as they explore dough which they confidently roll and shape the using a range of tools. They take pride in their own achievements as they proudly show a member of staff their birthday cup cakes. Children have many opportunities to draw, paint, make marks in different media and practise emergent writing during role play. They begin to understand that print carries meaning as they recognise their own name cards on arrival and confidently find their place mats at snack-time. They also enjoy story-time and looking at picture books with their friends. Children have good opportunities to work independently and in small groups, however, large group time does not fully engage all children and maximise their learning opportunities. Children explore musical instruments and thoroughly enjoy singing a range of songs and action rhymes. Their creativity is fully supported through good access to a range of role-play equipment, construction toys and to a wide range of media, such as chalks, paint, sand and water. They enjoy being in the fresh air and relish the outdoor play opportunities. For example, there is great excitement and laughter as children blow bubbles and chuckle with delight as they float up into the sky. They have good opportunities to explore their natural environment. They help to plant daffodils and hyacinths and enjoy regular nature walks. Their physical development is supported very well as they confidently pedal bikes, bounce on space hoppers, throw, kick and catch balls and enjoy the challenges of the trim trail equipment in the school grounds. Children also benefit from planned visits into the local community, for example, at Christmastime they post letters to father Christmas and observe beautifully decorated houses. The group also welcomes visitors from the local community who help and support children's understanding of the wider world. For example, they enjoy visits from a local farmer and his tractor and from a parent who brought in several chickens for the children to feed.

Children behave exceptionally well, responding very positively to the boundaries set such as helping to tidy away their toys. They are happy, secure and develop an

excellent sense of belonging within the group. Children are actively and consistently praised by staff for their efforts and achievements, and as a result, their confidence and self-esteem is carefully fostered. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Children thoroughly enjoy food tasting sessions, such as a range of Chinese foods as they celebrate Chinese New Year. They enjoy a range of healthy snacks and benefit from physical play opportunities each day. Children also freely access drinking water throughout the session ensuring that they remain hydrated. Effective hygiene procedures minimise the risk of cross infection. Children have good opportunities to learn about staying safe. They discuss the appropriate use of equipment and engage in regular emergency evacuation procedures. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them well for their transition into school.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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	2
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

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	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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