

Kinlet Family Playgroup

Inspection report for early years provision

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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

Kinlet Family Playgroup was registered in 1994 and is managed by a voluntary management committee. It operates from self-contained premises within the grounds of Kinlet Church of England Primary School in the village of Kinlet, Bewdley, Worcestershire. The setting serves the local and surrounding areas. There is a fully enclosed outdoor area available for play.

The setting is open Monday to Friday from 9am until 3.15pm term time only. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. There are currently 23 children on roll, all of whom are in the early years age group. The setting is in receipt of funding for early education.

The setting employs six members of staff. Of these, one holds Early Years Professional Status, three hold an National Vocational Qualification (NVQ) at level 3 and two hold an NVQ at level 2. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic staff team provide a welcoming, inclusive and stimulating environment for children. A well developed knowledge of each child's needs makes sure that overall their individual needs are effectively met. Children are safe and secure and make good progress in their learning. The partnerships with parents, carers and other providers are a well established. Policies and procedure are mostly effective. Regular self-evaluation by the staff team ensures that priorities for development are identified and acted upon demonstrating a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop further staff's knowledge of hygiene requirements, this specifically refers to providing suitable equipment at snack times
- review the risk assessment to include anything with which a child may come into contact; this specifically refers to the outside hose pipe.

The effectiveness of leadership and management of the early years provision

The staff team are well trained in safeguarding children. They are confident to follow procedures and link effectively with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents and carers to keep them informed of their responsibilities. Children are further safeguarded by the setting's robust recruitment; vetting and induction procedures which help ensure the suitability of staff who work with the children. The staff team provide good levels of support, supervision and interaction to help ensure that all children are fully included whatever their individual needs or backgrounds. They make sure children are clear of the boundaries to enable them to be safe when playing indoors and outside. Regular risk assessments of the different areas used by children contribute to a safe environment. However, the risk assessment does not cover all outdoor equipment, such as the hose pipe to ensure children's safety is fully protected. Space is effectively organised to provide a welcoming, stimulating and nurturing environment. Resources are well-deployed and maintained to a good standard and are easily accessible to children, which fosters their choice and independence.

The highly motivated and enthusiastic staff team actively promote equality and diversity in their practice by planning a wide range of activities and topics. This good practice gives children an understanding of the way other people live. All of the staff team have gained early years qualifications and attend regular training to ensure their knowledge and skills are up-to-date. The staff team successfully evaluate the provision, they continually reflect on what is being done well and where any areas of improvements are required. They take account of the views of children, parents, carers and other interested parties. The staff team have made many improvements since the last inspection which demonstrates a good drive to further improve.

The staff team work in close partnership with parents and carers to ensure children's individual needs are well-met. Parents provide positive feedback and are very complimentary about the care their children receive. They are kept well-informed through a daily communications book, policies, procedures, displays, verbal discussions, text messages and newsletters. The staff team are fully aware of the importance of working with other professionals. They have established good links with the local and surrounding schools that some of the children also attend. This fully supports children's transition between the settings. All of the required records and documentation are in place and regularly updated.

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

Children are very happy and well settled. They share and take turns and are beginning to understand what is expected of them. The staff team are dedicated, caring and supportive, which enables children to feel safe and secure and develop a good sense of belonging to the setting. Good emphasis is placed on children

learning through play. There is a wide range of stimulating activities available for children to choose from, which link to each of the six areas of learning. This ensures all children are able to participate in activities and as a result, they make good progress in their development and are motivated to learn. The staff team have a good knowledge of the Statutory Framework for the Early Years Foundation Stage. They know the children well and interact with enthusiasm to provide a fun environment in which all children are included with equal consideration. An effective key worker system is in place, which clearly enhances the observation and assessment of the children. Observations are carried out on a regular basis and are linked meaningfully to the children's learning and achievements, their next steps and planning.

Children are developing good skills for the future through the range of activities provided. They begin to explore technology and know how to use the mouse to navigate the cursor around the computer screen to complete simple programmes. They use musical toys and show pleasure as they tap out the beat to familiar songs. Simple mathematical concepts are introduced during group games such as, picture dominoes and matching games. Children develop knowledge and understanding of the world as they plant and care for fruit and flowers. For example, they show their delight when they explore the vegetable plot and find strawberries growing. They fully demonstrate their understanding of the care their plants need in order to grow. Children have access to a broad range of resources and play opportunities which reflect diversity and acknowledge cultural differences. Great fun is had during mud, sand and water play as children compare the size of containers and observe the sand as it falls through a sieve. Good opportunities are provided for children to develop their simple mark making skills. They concentrate well when drawing around stencils and colouring pictures of crowns. Children love to join in with craft activities, particularly cooking. They make ice cream using the strawberries that they have grown and eagerly make fruit smoothie drinks. Children's language skills are developing well. Staff effectively engage them in rhyme and story time and take time to listen to them. Children have good access to a variety of books and can loan their favourite story from the book library to take home and share with their families. Children enjoy role play. They sometimes take on familiar roles, such as, a king or queen and are keen to involve staff in their play. Children develop a good range of physical skills and benefit from fresh air and exercise through energetic play outdoors in the well-equipped area.

Children learn about keeping themselves safe through their play. They recognise and confidently talk about dangers and how to keep themselves safe. They regularly engage in fire evacuation practises to ensure that they know what to do in an emergency. Children are encouraged to follow good hygiene routines and know when to wash their hands. They show a good understanding of healthy eating and make healthy choices at meals and snack times. However, on occasions snacks are not served to children using the appropriate equipment to ensure the risk of cross-contamination is reduced. Drinks are easily accessible at all times to enable children to satisfy their thirst when needed. Meal times are relaxed, social occasions when children sit together around the table to enjoy their food and each other's company.

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	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	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