

Pucklechurch Playgroup

Inspection report for early years provision

Unique reference number 136060
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Inspector Barbara Walters

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Pucklechurch Playgroup first opened in 1980. It operates from the community centre in Pucklechurch, a village situated near Bristol in South Gloucestershire. The group is managed by a parent committee, and serves the local community. Children have access to the large hall and a fully enclosed, designated outside play area. Access to the large hall is on one level. The group is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register.

The playgroup is registered to care for a maximum of 24 children between the age of two years six months and five years. There are currently 38 children attending who are within the Early Years Foundation Stage. The group supports children with learning difficulties and/or disabilities. The group is open five days a week during school term times. Sessions run from 09:15 to 11.45 hours Monday to Friday, and on a Wednesday from 12.30 to 15.00 hours. Children may attend a number of sessions.

The playgroup employs six members of staff. Three members of the staff, including the manager, hold appropriate early years qualifications. Parents are invited to attend playgroup sessions to share their expertise. The setting receives advice and support from the Local Authority.

Overall effectiveness of the early years provision

Children make sufficient progress in the playgroup because they independently choose from a wide range of toys and resources which are based on their own interests. The group has started to identify improvements needed for the consistent learning and development of the children. They are in the process of improving their planning to provide challenge and help individual children make progress in their education. Effective links with parents and carers ensure that the setting works towards meeting the welfare and learning needs of all the children. Daily risk assessments and suitable toys, activities and equipment ensure children are kept safe.

What steps need to be taken to improve provision further?

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

- ensure planning includes all children and enables their learning to be effective, exciting, varied and progressive
- improve staff's knowledge and understanding of the early learning goals
- improve hand-washing routines to ensure children's hygiene is fully promoted

The leadership and management of the early years provision

Staff are suitably qualified, attend workshops and are supported by the group to work towards recognised qualifications. Regular staff meetings ensure that the information gained from training is cascaded to other staff members so that children are safe and secure in their environment. Sound contingency arrangements to cover staff absences ensure that children have consistent adult support. Some aspects identified for improvement from the previous inspection have been implemented, for example, children's safety is promoted as they take part in regular fire drills. However, the regularly updating of children's achievements to effectively inform planning is lacking. Self evaluation has identified some areas where improvements have been made to promote children's welfare and development which includes a secure and safe outdoor area. The group also intends to develop the staff appraisals by reviewing their policies and procedures annually. The group have a satisfactory understanding of inclusive practice which is reflected in the group's settling in procedures and the staff's understanding of individual children's needs. However, daily planning does not take into account the ages and abilities of individual children and consequently, not all children are fully supported in their play and development.

The group have developed their own suitable policies and procedures which are reviewed annually and reflect the general welfare requirements. For example, employment procedures ensure every staff member has a suitable induction and no un-vetted persons are ever left alone with the children. Risk assessments are thorough and contain a good level of detail. Staff continue to promote parental involvement within the setting and encourage parents to bring their ideas and expertise to share with the children. Parents are kept sufficiently informed about the children's welfare and achievements through daily discussions and children taking home activities they have completed. A regular newsletter help keep parents up-to-date with any changes. The setting maintains a good relationship with the local primary school and is in the process of developing sound links with other providers who deliver the Early Years Foundation Stage.

The quality and standards of the early years provision

Children enjoy a wide range of physical activities that help them develop their physical control and keep fit. The daily routine includes time in the outdoor area for play in the fresh air and exercise. Children negotiate space well when riding the bicycles and scooters and move confidently and develop their co-ordination during physical activities such as dancing with the streamers. The group have developed a well thought-out daily risk assessment. Children are kept safe as the assessments clearly identify risks and the action taken to put right, such as ensuring tables are stored safely and a thorough check of the outdoor play area so litter is cleared before children's use. Staff help children develop an understanding of personal safety by gentle reminders not to run in the hall or stand on the chairs.

Children follow the routines for washing and drying their hands after messy play and before snack time. However, children's personal hygiene is not fully promoted

as some children share the same water. Staff are consistent in their approach to behaviour management and use thoughtful and positive strategies to help children learn responsibility and consider each other. For example, staff offer good explanations as to what is the right thing to do and why, and give children the opportunity to make solutions for themselves.

Children make decisions about their play by taking it in turns to choose their toys and activities, which staff monitor to ensure that they get the most out of what is on offer. Children enjoy the challenge of self-registration and place their name on the apple tree. They develop an understanding of others by confidently using Makaton to greet each other. Children enjoy looking at and exploring books and independently use them for pleasure. They are confident to express how the bugs in the wood shavings make them feel and share their knowledge that spiders are good because they catch flies. Children enjoy participating in singing along with the story tape and regularly explore sound and musical instruments. Some daily planning is in place which identifies the learning intention of activities on offer for children. However, planning does not necessarily link to the early learning goals and does not identify children's next steps in their development. Staff lack sound knowledge of the early learning goals and are unclear as to how they use different activities to support and challenge children and help them to make individual progress.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.