

# Abbey 345 Playgroup

Inspection report for early years provision

---

**Unique reference number** EY231881  
**Inspection date** 12/11/2008  
**Inspector** Carly Mooney

**Setting address** St. Guthlac School, Postland Road, Crowland,  
PETERBOROUGH, PE6 0JA

**Telephone number** 07703 434276

**Email**

**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).

## **Description of the setting**

Abbey 345 Playgroup is a committee organised provision registered since 1992. The playgroup operates from a mobile unit set in the grounds of St Guthlac's school in the rural village of Crowland. There is a fully enclosed outside play area and the premises are accessed via a ramp. The playgroup is open each weekday, term time only from 09:15 and 14:30 for a variety of sessions.

The playgroup is registered on the Early Years Register to care for a maximum of 30 children at any one time from two to five years. There are currently 67 children on roll, 31 of whom are in receipt of nursery education funding. Children can attend for a variety of sessions. The playgroup is able to support children with learning difficulties and/or learning disabilities.

There are 10 members of staff, of whom nine hold a recognised childcare qualification. The playgroup is a member of the Pre-school Learning Alliance and receives support from the local authority.

## **Overall effectiveness of the early years provision**

Abbey 345 playgroup provides good, quality care for all children attending the setting. The environment is safe and welcoming for both children and parents and strong partnerships are in place. Children have a positive attitude to learning and staff are continually developing their good skills in planning, observation and assessment. Staff are effective in addressing the strengths and weaknesses of the setting and continually monitor and evaluate the provision.

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

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

- develop further the planning, observation and assessment procedures to identify individual learning priorities and opportunities for parents to contribute to these records.

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

Staff are suitable to work with children as clear recruitment and vetting procedures are undertaken. They are very well qualified which is clearly demonstrated through their knowledge of how children learn. Thorough staff appraisals allow staff to identify areas of continuing improvement and their main strengths. They are strongly committed to attending further training on a regular basis in order to consistently update their learning and skills. The setting takes positive steps to self-evaluate the provision and focus on improvements for all, including parent questionnaires, consultations and local authority self-evaluation forms. Staff have effectively addressed the weaknesses made at the last inspection, which has a

positive impact on children's welfare and learning.

There is a comprehensive, well-organised set of policies and procedures in place which contribute effectively to the smooth running of the setting and staff demonstrate that they are familiar with them through their everyday practice. Children's welfare is fully safeguarded as the premises and outings are risk assessed and staff are clear in their knowledge of Local Safeguarding Children Board procedures and their duty to protect children in their care.

There is a very strong ethos in place from all staff to ensure an outstanding partnership with parents is consistently maintained. Fantastic links begin from an early age when children are able to attend a mother and toddler group run by the staff within the playgroup premises. This enables children and their parents to become familiar with their surroundings, and staff, and helps make the transition into the playgroup a smooth one. Staff ensure they work very closely with parents from the beginning to gather essential information about their child to be able to meet their individual needs effectively, including parents and their children completing an 'I can do' booklet. Parents are very well informed about all aspects of the provision and play a large part in any consultations that effect their children, such as a new format for progress records. Staff take a valid interest in each and every child and their families who attend the setting, often going that extra mile to offer them the support they need. Strong links have formed with other agencies where necessary to meet children's individual needs and partnerships are beginning to form with other carers of children attending the setting who deliver the Early Years Foundation Stage.

## **The quality and standards of the early years provision**

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. Staff effectively support learning, spending quality time with children at their chosen activity and engaging them in meaningful conversation. Both rooms and the outside area are organised well to support the different areas of learning, giving children free access throughout the session to choose where they would like to play. Staff make very good use of everyday routine activities, such as snack and circle time to promote children's knowledge of counting and letter sounds. For example, children count each other and the number of adults present each day.

Children clearly enjoy their time at the setting and have developed close relationships with both adults and peers. They are kind and considerate, with older children willingly helping the younger children with tasks, such as finding the letter of their name on the alphabet mat or taking them to find their coat peg. Children are confident to speak out in a large group using 'talking Ted' as encouragement to talk about their experiences. Children are given good opportunities to recognise and hear the initial letter sounds in their name. They enjoy listening to familiar stories, eagerly anticipating what may happen next. Home reading with parents is encouraged as children take home a book of their choice each week. Children are able to explore their natural environment through the use of a stimulating sensory garden, where they look for tadpoles in the pond and spiders in the web catchers.

Children grow their own foods, such as tomatoes, pumpkins and salad vegetables which helps them gain an understanding of where food comes from. A wide range of equipment, such as balancing beams, slides and see-saws promote children's large physical skills and co-ordination. Children are able to freely express their creativity through a range of daily activities, such as free painting, play dough and role play.

A suitable range of activities are planned which provide a broad balance across all areas of learning. Staff are developing their systems to ensure that daily planning incorporates individual children's interests and next steps for learning. Children are observed and their achievements noted on a daily basis, however, progress records to incorporate the new Early Years Foundation Stage are in the early stages of implementation and at present do not include opportunities for parents to make regular contributions to their children's learning.

Children learn the importance of keeping themselves safe as they participate in regular fire drills and carefully use age-appropriate scissors. Clear records are kept in relation to accidents and medication and individual health needs are adhered to. Staff encourage healthy eating as they provide a variety of snacks, such as dried fruit and bread sticks. Children adopt good hygiene practices as they independently wash their hands after using the toilet or before they eat. They behave very well and demonstrate their ability to share and take turns as they wait patiently for the paint easel. Staff ensure all children feel recognised and valued and are included in all aspects of the setting, which enables them to make clear progress in their learning and development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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](http://www.ofsted.gov.uk)

## **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.