

# Bucknell Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	224056
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Janette Elizabeth Owen
<b>Setting address</b>	Bucknell Primary School, Bucknell, Shropshire, SY7 0AA
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<b>Email</b>	
<b>Type of setting</b>	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

Bucknell Playgroup opened in 1986. It operates from the school hall within Bucknell Primary School in South Shropshire. Children have access to an outside play area. The setting is accessed via a level pathway and a ramp is provided to enable access to specific areas of the school.

A maximum of 20 children may attend the setting at any one time. The setting is open during term-times on Monday, Wednesday and Thursday mornings from 09.00 until 11.30 with a lunch club operating until 12.45. Children can access a variety of sessions. There are currently 13 children on roll who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for early education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The playgroup employs three members of staff. Two members of staff hold appropriate early years qualifications and training is ongoing. The setting receives support from the local authority. The setting is a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

The playgroup has satisfactory arrangements in place to ensure that children's individual welfare, learning and development needs are generally well met. Children are making sound progress towards the early learning goals. Policies and procedures to support children with learning difficulties and/or disabilities or those with English as an additional language are not fully in place or implemented effectively. Effective partnership working with other agencies supports the work of the setting and partnerships with other providers are being developed to ensure children's learning and welfare needs are met. The management committee have made progress in monitoring and evaluating the provision in order to bring about improvements.

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

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

- review the learning environment to ensure that it is interesting, attractive and accessible to every child so they can learn independently.

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

- improve the planning and organisation of systems to ensure that every child receives a challenging learning and development experience that is tailored to meet

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- their individual needs (Organisation)
- provide appropriate support in line with the SEN Code of Practice to ensure that additional needs are recognised and staff are aware of their role in supporting all children (Safeguarding and promoting children's welfare).

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

The day to day organisation of the playgroup is supported by a management committee who monitor and evaluate the quality of the provision. Since the last inspection children's safety has been improved because effective measures to ensure the suitability of persons providing care or having unsupervised access to children have been put in place. The security of the playgroup has also been reviewed to ensure the safety of the children while at the setting. The consistent staff group are qualified and have a wealth of experience. They work well together supporting children's learning and development; they are good role models for the children. Most records, policies and procedures are in place, available to parents and staff. The Special Educational Needs (SEN) policy is not implemented effectively and the policy to support children for whom English is an additional language does not contain sufficient information to equip staff with the knowledge and understanding of this area.

Staff prepare and organise a varied range of activities for the children on a daily basis which are interesting and enjoyable for all children. However, limitations in the premises used hamper children's developing independence and ability to become independent learners. The educational programme covers all areas of learning and good use is made of outside play space to enable children to explore and investigate ideas and learn about the world in which they live. Although staff know the children well, planning is not tailored to meet their individual needs taking into account the uniqueness of each child, their interests and abilities and how they learn best. Processes to observe and assess the progress children are making towards the early learning goals are being reviewed and updated. However, this currently means they are not being used consistently to inform staff and parents of the next steps in children's learning. Parents and carers are provided with information on the early years provision. There are good arrangements in place for parents to access information either electronically or in hard copy and staff are always available to share information with parents about their children. Staff use information provided by parents to ensure children's individual needs are understood.

Arrangements for safeguarding children are understood by all staff. There are effective procedures in place for identifying any child at risk from harm and for liaising with other agencies. Staff make good use of opportunities to teach children to be safety conscious without being fearful, such as discussing fire safety using personal experience and arranging for a fire officer to visit the setting to talk to the children. Children are shown how to use tools and equipment safely and regular

risk assessments mean that staff are aware of any potential hazards, enabling them to take any necessary steps in order to keep children safe both indoors and outside the setting.

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

Children are making sound progress given their starting points. They have good dispositions and attitudes towards learning, they participate in the activities provided, spending time concentrating on tasks, working independently or in small groups. Children are developing their social skills making friends as they play together, learning to share and negotiate for what they want. They show concern for other children and are well behaved. Staff are on hand to offer support and praise for children's achievements, this promotes their feeling of self-worth and confidence.

There is a balance of adult-led and child-led activities. The manager plans time each session to work on a one to one basis with children on specific areas of learning such as pre-writing and number work while other children choose from the activities set out for them each day. For example, children are becoming increasingly competent in using information technology equipment such as computers and tape recorders. They use their understanding of problem solving, reasoning and numeracy and gain competency in their use through many daily activities such as counting cups at snack time or when talking about days of the week. Children have access to a range of resources which are safe and suitable and used to support the learning process. Resources and activities include positive images of diversity and help children learn about similarities and differences as they gain an appreciation of the wider world.

Mealtimes are used as an opportunity to promote children's social development while enjoying food and highlighting the importance of making healthy choices. The staff encourage children to choose healthy options at mealtimes; they sit with the children eating the same lunch, demonstrating social skills and good manners. The outdoor environment is used regularly when the weather is suitable to enable children to get fresh air and exercise and to use learning experiences in a different context. Children learn about the world around them and their own community using the countryside surrounding the playgroup. Craft work provides opportunities for children to be creative and learn about the construction process as they use tools and materials to make Christmas cards and calendars. Staff are on hand to ensure children learn to use equipment safely and offer ideas and suggestions. The interaction between adults and children is good with the conversations helping children to develop their communication and language skills. Staff make good use of questions to help children think about what they are doing and learn new information.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
How well are children helped to make a positive contribution?	3
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 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.