

Ladybird Playgroup & Pre-School

Inspection report for early years provision

Unique reference number	221909
Inspection date	14/11/2008
Inspector	Ian Nelson
Setting address	Thriplow C of E Primary School, School Lane, Thriplow, Royston, Hertfordshire, SG8 7RH
Telephone number	0781 4524760
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).

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

Thriplow Ladybird Playgroup opened many years ago and has operated in its present premises since 2000. Sessions take place in a mobile building in the grounds of Thriplow Primary School, on the border of Hertfordshire and Cambridgeshire. The group serves the local community and surrounding areas. The group opens five days a week during term time only and sessions are Monday and Thursday 09.00 to 15.15, Tuesday and Friday 09.00 to 13.00 and Wednesdays 09.00 to 12.00. The setting also operates a breakfast club for children aged five to 11 from 08.00 to 09.00 in term time only. The setting is registered on the Early Years Register and the Compulsory and Voluntary Childcare Registers.

There are currently 23 children from two to five years on roll. This includes 12 funded three- and four-year-olds. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and those children who speak English as an additional language. The setting is accessible to those with disabilities.

Three full-time staff and one trainee work with the children and all have early years qualifications to NVQ Level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership (EYDCP).

Overall effectiveness of the early years provision

This is a happy, popular playgroup where children enjoy the activities that staff provide and settle quickly on arrival. A good balance between activities planned and guided by staff and those the children choose themselves allow the children to become absorbed and independent while also learning basic literacy, numeracy and social skills thus meeting the children's needs and promoting inclusive practice. The staff liaise closely with the adjoining primary school which eases transition to the reception class. While the building is reaching the end of its life staff go out of their way to make it attractive and welcoming for children. The wide range of course certificates obtained by the staff demonstrates their commitment to continuous development and capacity for improvement.

What steps need to be taken to improve provision further?

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

- produce a written policy on administering medicine to children
- explore ways of enhancing the outside area to make it accessible more often and in all weathers.

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

- implement an effective written policy for administering medicines (Safeguarding and promoting children's welfare)

28/11/2008

The leadership and management of the early years provision

The playgroup leader and her staff are committed to doing the best they can for the children in their care. They ensure that all statutory requirements for safeguarding are met and that children are well supervised at all times. They have all the required policies and procedures in place with the exception of a written policy on administering medicines to children. The playgroup has successfully addressed the issues from the previous report. Staff gather information from parents about their child's capabilities on starting playgroup and add to this information from their own early observations in order to provide activities well matched to their needs. Staff then add regularly to their records of what children, know, understand and can do to ensure that activities continue to develop children emotionally, academically, physically and creatively. Staff make sure that all children, whatever their background, gender or ability are fully included in all the playgroup's activities. A strong commitment to staff development ensures that staff keep up to date with changes in the Early Years Foundation Stage and gain relevant qualifications. Playgroup staff liaise exceptionally well with the neighbouring primary school with two playgroup staff being governors at the school. Staff regularly consider how to improve the playgroup and are currently working with the school to look at the best ways to improve the building.

The quality and standards of the early years provision

Children settle quickly and easily into playgroup routines and make good progress with their learning. Staff work hard to provide a stimulating environment with plenty of appropriate resources to capture children's attention. They ensure a good balance between activities planned and led by adults, like children baking cakes, or using glue, and letting children choose what they want to do, like dressing up and playing in the home corner. The children clearly feel at ease with staff and know how to have fun. This was demonstrated when the playgroup leader asked a couple of children to name some colours, only to have them tease her by saying a whole series of wrong colours when both they and she were fully aware that they knew the right answer all along. The activities provided are well planned and cover all the required areas of learning. Children enjoyed learning about Diwali and loved having the round stickers on their foreheads representing Bindi and the Indian snack of curried rice. Photographic evidence points to the playgroup making very effective use of the local community to extend children's learning through activities like visits from the fire service, or a lady helping them to dress in Indian clothes.

Children learn the importance of hand washing before preparing food and having snack. They know the simple playgroup rules for getting along and the reasons for them. They appreciate that children will feel sad if they are nasty to each other so

behaviour is very good. The staff encourage them to become increasingly independent and to help with tidying up through reminders to put things away when they have finished with them. They learn to take turns and to share things. As a consequence children thoroughly enjoy playgroup and play and work harmoniously together. While the children have access to outside areas this is sometimes constrained by the weather or the use by the school. This means that there is not always the opportunity for a free flow between indoor and outside activities that would add to the already good provision.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

No complaints have been 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.