

# Botesdale and Rickinghall Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	508612
<b>Inspection date</b>	11/02/2009
<b>Inspector</b>	Gill Thornton
<b>Setting address</b>	Botesdale Village Hall, The Street, Botesdale, Diss, Norfolk, IP22 1BZ
<b>Telephone number</b>	07796 014304
<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).

## Description of the setting

Botesdale and Rickinghall Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. The group has been open for over 20 years and operates from Botesdale Village Hall. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each week day morning from 09.05 to 11.35, with a lunch club from 11.35 to 12.35 and afternoon sessions on Thursdays and Fridays from 12.30 to 15.00. The group operate during term-time only. All children share access to a secure enclosed outdoor play area.

The provider is registered by Ofsted on the Early Years Register, there are currently 62 children on roll, who are all within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for nursery education. The group is experienced in supporting children with learning difficulties and/or disabilities.

The playgroup employs six staff, all of whom hold appropriate early years qualifications. The group receives support from the local authority and is a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive and make excellent progress in this friendly, village playgroup. Well developed knowledge of each child's background and individual needs ensure that staff are able to successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. Partnerships with parents, the local school and other agencies are a key strength and contribute significantly to ensuring the needs of all children are well met and they get any additional support they need; this means that all children make very good progress given their age, ability and starting points. The manager and staff team are committed to improving their practice and they have some systems in place to identify areas for future development to improve the provision.

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

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

- further develop the use of reflective practice to identify the setting's strengths and priorities for improvement that will improve the quality of the provision for all children
- clarify safeguarding procedures in the event of an allegation being made against a member of staff to ensure they are line with the Local Safeguarding Children Board guidance
- review children's hand washing procedures at snack time to further promote their understanding of good hygiene practices.

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

The well-established staff team work closely together to provide children with a well-resourced and thoughtfully planned indoor and outdoor learning environment. They plan an exciting range of activities each day firmly based upon children's changing interests and needs to ensure that all children enjoy a challenging and motivating learning experience. Robust recruitment and appointment procedures are in place to ensure that children are cared for by suitable and qualified staff who regularly attend further training to update their knowledge and skills. Clear policies and procedures generally underpin the successful day to day running of the playgroup. Staff are aware of their responsibilities to protect children and they have all attended safeguarding children training to ensure they are aware the procedures to follow if they should have a concern. However, the safeguarding policy does not provide clear guidance of the procedures to be followed in certain circumstances. Appropriate risk assessments are carried out to ensure the premises are safe and suitable and to the promote children's safety on outings. A culture of reflective practice is not fully developed to involve all users and staff in identifying priorities for future development.

Parents are highly complimentary of the playgroup and the importance all staff place on treating every child as an individual and valued member of the playgroup. Exemplary systems are in place to promote inclusion and partnership working with other professionals to ensure all children reach their full potential. Parents find the support of the knowledgeable and experienced Special Education Needs Coordinator invaluable and praise the thoughtfully planned strategies which promote progress and continuity between playgroup and home. The group works closely with the local primary school to support children's transitions and children attending the school nursery benefit from being able to attend lunch club sessions at the playgroup. Secure systems are in place to share information with other settings delivering the EYFS attended by children at the playgroup to promote progression and coherence.

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

Children flourish and make excellent progress in the well-resourced and welcoming environment. Staff skilfully provide an exciting range of stimulating learning opportunities in response to children's interests and capabilities to ensure activities meet the needs of individual children and form a firm foundation for their future learning and development. Staff compile 'learning journeys' as a meaningful record of children's progress at the playgroup. These are regularly shared with parents to promote a consistent and planned approach to promoting children's learning and development.

Children's personal, social and emotional development are extremely well promoted and the use of well-planned social interaction groups provide exemplary opportunities for small groups of children to develop their confidence and self-esteem, while learning to take account of the needs of others. Children are motivated and have a positive attitude to learning. On arrival they eagerly engage

in activities that stimulate and interest them and call to their friends to come and join in. For example, while excitedly playing together with the thoughtfully resourced shop and filling their shopping baskets with items they wish to buy. Children have many opportunities to practise their early writing skills during meaningful play opportunities. They enjoy experimenting with techniques and exploring their own creativity while accessing an interesting range of craft resources.

Children are confident and self-assured in their interactions with staff and each other. They use language well to articulate their feelings, express their views, and to support their imaginative play. Staff join in with children's play with enthusiasm, for example, while playing with the small world pirate ship and helping them to find treasure buried in the sand. Natural resources are used well to stimulate and extend children's play and staff are receptive to children's suggestions and ideas as they explore what happens when they mix different materials together. Staff share a consistent approach to promoting positive behaviour to which children respond well. Children are developing skills for their future independence as they learn to settle simple disputes for themselves. They understand the clear routines of the session and remind each other of the rules as they wait their turn for popular resources.

Children are learning to value each other's differences and similarities. They have many opportunities to learn about the wider world and their local community. For example, after walking to the local post office to post their letters to Father Christmas they use photographs they have taken to create a map of their route. Visits into the group by a dental health professional provide children with fun opportunities to learn about healthy eating practices. The confines of the building mean that staff have to escort children to the toilets, when they are careful to ensure children follow good hygiene procedures. However, at snack time children clean their hands on wet paper towels, consequently not encouraging a culture of good hand washing practices.

## 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?	1
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>	1
<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?	1
How well are children helped to make a positive contribution?	1
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.