

Henrietta Playgroup

Inspection report for early years provision

Unique reference number EY290464
Inspection date 10/03/2009
Inspector Teresa Elkington

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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 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

Henrietta Playgroup is a long established playgroup that moved into new premises in 2004. It operates from one large room plus an additional room within a single storey Surrey County Council building close to the local amenities of West Molesey, Surrey. There are kitchen facilities and toilet facilities. All children have access to a secure enclosed outdoor area. It serves families from the local community and surrounding villages. A maximum of 28 children aged from two to the end of the early years age group may attend at any one time. The playgroup opens five days a week during school term times. Sessions are from 09:15 until 11:45.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 47 children on roll, all within the early years age range. Children attend for a variety of sessions. The setting makes provision for children with learning difficulties and/or disabilities and also children who speak English as an additional language.

They are eight members of staff employed to work directly with the children. Of these, six hold relevant early years qualifications and one staff member is currently working towards a relevant childcare qualification. All members of staff hold a current first aid certificate.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in a fun and encouraging environment, where they have a wealth of opportunities to explore a range of purposeful activities in support of their individual needs. A team of caring, experienced staff work effectively together to provide a happy and harmonious experience for all children. The setting promotes inclusive practice as they recognise the uniqueness of each child and value diversity. Ongoing evaluation and regular monitoring of all areas of the provision enhance children's experiences.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information to promote and involve parents in practical ways to support their child's learning and development

The leadership and management of the early years provision

Children are safeguarded well, as appropriate procedures are in place which protect children from harm and neglect. In-depth risk assessments are carried out to ensure the setting and the environment are safe for the children. Staff carry out daily safety checks of the building and premises, which ensures that all areas are very safe for the children to use. Policies and procedures which meet the

requirements of the Early Years Foundation Stage (EYFS) are in place, which ensures the smooth running of the setting. Effective recruitment procedures ensure staff are suitable, promoting children's safety. All staff attend child protection training and have a good knowledge and understanding of the setting's policies and procedures.

The playgroup is supported by a strong, stable team of experienced childcare professionals who work together effectively. They organise the available space and resources very well which creates a stimulating and rich learning environment, which allows the children to thrive in the nurturing atmosphere. Clear systems are in place to support the ongoing development of the staffing team, which ensures that they can reflect and develop upon their practice to enable them to strive for better outcomes for children. For example, regular staff meetings, annual appraisals and additional training.

Parents speak positively of their children's experiences at playgroup and comment on the staff being helpful, friendly and very approachable and that their children have access to an abundance of good quality resources and that they are engaged in a variety of worthwhile activities. Information gained from parents is comprehensive and forms a solid basis for staff to plan for children's individual needs. Notice boards are well presented around the setting, which provides parents with useful information and keeps them fully informed of events. There are systems in place to monitor children's progress which staff use to plan for their next steps in learning. However, these systems do not provide opportunities for parents to be fully involved in children's developmental progress and to allow them to extend their children's learning within their home environment. The playgroup work closely with outside agencies to ensure that the additional needs of children are fully met.

The quality and standards of the early years provision

Children make good progress as staff have effective systems to observe, assess, plan and review their learning. Assessment and planning systems are regularly reviewed to ensure they meet children's needs. Written observations clearly identify what children know and understand and are used systematically to plan for their next steps in their learning. Activities are planned around children's interests and enthusiasms which ensure that they are fully engaged and eager to participate in all the activities that are available to them. Children have access to a wealth of good quality resources, which are selected for children's individual learning and developmental needs and help them in becoming active learners.

Children's independence is developed well. They enjoy a free flow system of activities, which enables them to participate in their own self-initiated games and play experiences or enjoy adult led activities which are well planned to develop and extend existing skills. Children experience a range of mediums to stimulate senses and enhance their fine motor skills. For example, they enjoy manipulating and using tools on play dough, they use a range of different sized brushes to paint, and they explore the different textures of sand and water. Children spend sustained periods of time at their chosen activities and show confidence as they select

resources of their own choosing from cupboards and engage in meaningful conversations with staff and their peers. Children's creative flair is encouraged through a range of creative and imaginative play opportunities, which allow children to act out familiar scenarios, and express themselves through the use of paint and sticking activities. The use of the 'magic bag' inspires and promotes children's participation during singing sessions, which they undertake with great enthusiasm and enjoyment.

Children form positive relationships with their peers, learning to play well alongside one another. Their understanding of right and wrong and consideration towards others is well supported by staff through their behaviour management strategies. Staff provide good opportunities for children to promote their understanding of diversity and the society in which they live. There are good arrangements for meeting the needs of children with learning difficulties and/or disabilities or who are acquiring English as an additional language.

Children follow a healthy lifestyle. They take full advantage of the very good opportunities for active physical play, learn good hygiene routines and share nourishing snacks. Children are well protected from illness and infection. They are cared for in a clean and well maintained premises and staff have effective procedures in place to prevent the spread of infection. For example, clear nappy changing procedures, good cleaning regimes, and staff understanding of good food preparation and storage. There are clear systems in place to meet children's needs when they are ill and staff maintain clear comprehensive records to support children's welfare. Children form close relationships with the staff, who are always on hand to give reassurance and guidance. New children are supported well to help them feel settled within their new environment. Displays of children's work and photographs adorn the walls, which capture a sense of belonging and self worth for all who attend. Staff are totally committed to their work and show great enthusiasm in all that they do alongside the children, which provides a vibrant and fun atmosphere throughout the setting.

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

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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