

Wycliffe Playgroup

Inspection report for early years provision

Unique reference number 226904
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Inspector Christine Holmes

Setting address Winstanley Community Centre, Galsworthy Court, Off
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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

Wycliffe Playgroup is a Leicester City Council run playgroup which is managed by the Children and Young People's service. It opened in 1993 and operates from the Winstanley Community Centre in the Braunstone area of Leicester. Children have access to two rooms, plus a connecting foyer area and the hall area for play. The playgroup is open each weekday morning from 09:15 to 11:45 during school term times. All children share access to an outdoor play area. There is level access to all areas of the building and there is an accessible adult toilet.

This provision is registered to care for 24 children at any one time. There are currently 25 children aged from two years six months to under five years on roll. Of these, 20 children receive funding for early education. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children attending the playgroup live on the Braunstone Estate and surrounding area.

The playgroup employs five members of staff. All staff hold an appropriate early years qualification. The setting receives regular support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and learning is supported generally well. The setting is generally welcoming and inclusive. However, not all welfare requirements are met and systems are not yet fully effective to ensure any potential barriers to children's learning are identified and overcome. There is positive commitment to improving outcomes for children, in general the management of the nursery recognises areas requiring improvement, although systems to monitor and evaluate the service are not yet established enough to ensure all weaknesses are identified and addressed.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment includes all things children come into contact with and take steps to minimise any potential hazards identified
- develop further systems to identify children's starting points and use this information more effectively to identify learning priorities and potential barriers to children's learning
- develop better use of observational assessments to inform planning for individual children's learning and to identify any potential barriers to children's learning
- develop further the settings self-evaluation systems to ensure the continuous improvement in the outcomes for children.

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

- obtain information about who has legal contact and who has parental responsibility for each child (Safeguarding and welfare) 11/05/2009
- ensure all staff implement the safeguarding policy and procedure in relation to recording any injuries a child may have received whilst not attending the group (Safeguarding and welfare) (also applies to both parts of the Childcare Register). 11/05/2009

The leadership and management of the early years provision

This setting demonstrates a positive commitment to improving outcomes for children. The management of the setting is currently implementing a comprehensive and systematic monitoring and evaluation system, although this system is still in its infancy and has not yet covered all areas of the service provided and does not yet include parents and children's views. Staff are suitably qualified, well experienced and have ongoing access to training and regular supervision sessions with senior managers to support their professional development. The learning environment is continually being reviewed to enable child choice and to provide a variety of activities and experiences across all areas of learning. Whilst there is limited access to the outdoors, solutions are being sought to improve this. Suitable systems are in place to support children's individual learning but they are not yet effectively implemented. A high staff ratio ensures adults are always on hand to take part in children's play, provide very positive interactions, support and supervision where necessary.

In general, safeguarding policies and procedures ensure that children are protected appropriately. For example, security of the premises is good. There is an effective recruitment and vetting procedure and a clear complaints procedure. However, although there is a clear and comprehensive safeguarding procedure this is not always implemented in relation to recording any injuries a child may have received whilst not attending the group. In addition, there are no arrangements to obtain information about who has legal contact and who has parental responsibility for each child. Arrangements are mostly effective in keeping the environment a safe place for children to play. Risk assessment and daily checks are generally effective but do not include all things children come into contact with and, as a result, some potential hazards are not identified or minimised.

Partnership with parents and other providers and agencies are positive and contribute towards the continuity of children's care and learning. For example, exchange visits are made with local schools to support children's transition to the reception class. Discussions with parents demonstrate they feel the staff are very approachable and always on hand to discuss their child's needs and progress.

The quality and standards of the early years provision

In general, children make sound progress in their learning and development. They are provided with a variety of activities and experiences across all the areas of learning with a suitable balance of child-choice and adult-led activities that support their development. For example, during the morning session all children sit on the mat with staff and count the number of children present and identify how many of them are boys and girls which support their developing interest in numbers and simple problem solving. Name cards and badges for 'helpers' are used well by staff to foster children's interest and understanding that print carries meaning and of the initial sounds of letters in names. During this time children also have the opportunity to develop their knowledge and understanding of the world as they look at the days of the week, date and changes in the weather. Their interest and awareness of colour is also fostered as they take their turn to go to play by identifying the colours in their own clothes and before children go home they sit well and show enjoyment listening to stories and singing which helps to support their communication and language skills. Daily routines and discussions are generally used well to support children's understanding of how to stay safe and enjoy healthy lifestyles. Children's behaviour in the setting is managed effectively. Staff give clear explanations, distract and re-direct children to behave appropriately. Consequently, children learn to share, take turns and behave in a way that is safe for themselves and others.

During child-choice activities children show growing levels of independence as they move freely around the environment making choices about their play and taking some role in daily routines such as helping to tidy away. Children have daily opportunities to become active and creative learners using resources such as musical instruments and a range of craft materials, sand and play dough that are set out by staff. There is an increasing range of equipment to support children's interest in technology, although this is not made freely available to children at all time which hinders children's potential progress in this area. Children develop friendships and play imaginatively with a suitable range of small world resources and they become absorbed in problem solving with resources such as jigsaws and large wooden blocks. During this time staff are on hand interacting very positively with children and providing encouragement and support. They often use open questions that encourage children to express their thoughts and feelings and demonstrate some skills for children to learn. As a result, children become interested and occupied and persist with activities for suitable periods of time. However, information gained from parents at the time of admission is not used effectively to accurately identify children's starting point, learning priorities or any potential barriers to their learning. In addition, although observations of what children can do are effectively matched against the expectations of the early learning goals the information is not used effectively to identify children's individual learning priorities or to recognise and overcome any potential barriers to some children's learning. As a result, some children are not supported effectively to progress as much as they can in their 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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children). 11/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children). 11/05/2009