

Lake Street Playgroup

Inspection report for early years provision

Unique reference number	EY316991
Inspection date	09/07/2009
Inspector	Karen Louise Prager
Setting address	Hinksey Park, Lake Street, Oxford, Oxfordshire, OX1 4RP
Telephone number	01865 727939
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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

Lake Street Playgroup has been registered since 1969. It is situated in the New Hinksey area of Oxford. The playgroup has use of a designated building with enclosed outside play area. These areas are fully accessible.

The playgroup is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. A maximum of 24 children from two to eight years may attend. There are currently 35 children up to the age of four years on roll. The playgroup is open from 09.30 to 12.00 daily during term time. A holiday club also operates for a week in the summer holidays and a day at Christmas. There are nine staff members who work with the children, five of whom have appropriate qualifications. The Playgroup supervisor has Early Years Professional status. The group receives support from local authority development workers.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A strong commitment to continuous improvement through regular review, further training, evaluation and parental consultation contributes to the practitioners having an excellent awareness of what is being done well and areas for development. They have correctly identified the need to ensure that all children who attend are suitably challenged. Children appear to be very well settled within the setting and are well supported by practitioners who have a very good knowledge of children's individual needs. Practitioners place a high value on diversity and strive to ensure inclusive practice.

What steps need to be taken to improve provision further?

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

- provide increased opportunities for children to plan and review activities undertaken

The leadership and management of the early years provision

Those in charge demonstrate a strong focus on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work together. Comprehensive systems of review and self-evaluation are in place. The senior management consults with members of the committee, staff team, parents and carers, children and other early years' professionals to highlight areas for development and draw up a well targeted action plan. All staff are engaged in the process of developing the provision, which ensures highly effective progress is made. Both members of staff and committee members are valued and they speak enthusiastically about their enjoyment at working at this playgroup. There is a strong commitment to

improving staff qualifications and knowledge; a wide range of training is actively sought and attended by staff and committee members.

Partnerships are very well established and ensure each child's needs are met. There is a good two-way flow of information, knowledge and expertise between all partners involved with a child's learning, development and welfare. Parents are supplied with a range of good quality information. The scene is set before children start when practitioners sit with parents to discuss their children's needs, interests and stage of learning. This is continually built on through discussions. An active parent helper system is in place and parents are encouraged to contribute to their children's records. Well-stocked notice boards are in place and the playgroup website is kept up to date with news and information, enabling parents to stay informed.

Practitioners demonstrate a high level of commitment to promoting children's safety. All documentation and policies are maintained to a high standard. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies.

The quality and standards of the early years provision

The provision leads to children making good progress and showing positive attitudes to learning. Children enter the playgroup willingly and quickly settle, to play or talk to staff. There is a well established key person system in place. Children are also allocated to a group and home base. This provides a secure platform for close relationships between the children's home and the setting from which high standards in care and learning develop. Adults' good knowledge of the Early Years Foundation Stage (EYFS) means they are confident in helping children learn appropriately both in and out of doors. Staff use their knowledge of the EYFS to observe, assess, and plan to ensure children are supported in their learning in the most appropriate way. Their sensitive management of children results in very good behaviour and positively promotes children's learning. The composed role-models presented by staff lead children to follow suit and the atmosphere within the setting is calm and children engage well with activities. Children largely participate in child-initiated activities, which are supported by the staff. They are aware of the identified next steps for children which are woven into this play. Some more organised planning is in place and a range of appropriate themes are introduced to children. Children enjoy a range of activities about bears. They sing songs together. Children elect to listen to a recorded stories and music, for example, about a bear hunt, and are supported in operating the disc player. This activity is developed further outside where children dress up in animal costumes and go exploring in the bushes.

Children freely access resources within the provision. Younger children may feel more comfortable when they first attend selecting from within the base area. As children gain confidence they select from the activities laid out or from easily

accessible storage. Children also play outside daily in the large and well equipped garden. This is available for much of the session and is the preferred place to play for several children. In this area children are able to access all areas of the curriculum. Children learn to care for natural things when they help to grow vegetables and discover tiny frogs. They also enjoy observing and handling stick insects under the watchful eye of the staff. They use the rope to pull themselves up the slope, pretending they are in water, and are assisted to help their friend. This timely support from staff enables children to learn to play together co-operatively. Children engage well with their play, they spend time manipulating clothes-pegs and looking at books with staff.

Good quality care for children is seen in the high level of commitment of staff to implementing effective strategies to promote all children's social, physical and economic well-being regardless of need or background, and their good knowledge and understanding of the welfare requirements and guidance. The setting is well-equipped, safe and secure. This safe and supportive environment enables children to thrive. Any children at risk are identified early and effective arrangements put in place to keep them engaged. Children are taught to be safety conscious without being fearful. After a fall, a protective barrier is swiftly erected, children are talked to about the risks and they help to secure a clear sign informing them of the danger of climbing. This helps children to learn about keeping themselves safe and they begin to take some responsibility for their own environment. Children also learn the basics of healthy living through regular routines such as hand washing and cleaning tables before snack. Here children can take an active part using smaller sized sprays and clothes. Parents participate in promoting children's health as they supply a healthy snack and, when appropriate, apply sun cream before leaving their children. The group snack time provides a valuable opportunity for practitioners to discuss healthy eating. Much of the children's morning is spent outdoors, where children are active. They enjoy and benefit from the fresh air and physical movement this space brings and so develop a healthy lifestyle.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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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