

Killinghall & District Playgroup

Inspection report for early years provision

Unique reference number	963474
Inspection date	10/07/2009
Inspector	Rachael Flesher
Setting address	Killinghall Village Hall, Otley Road, Killinghall, Harrogate, North Yorkshire, HG3 2DW
Telephone number	07745 592436 or 01423 538469
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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

Killinghall & District Playgroup has been registered for several years. It is managed by a voluntary management committee, which includes parents of the children who attend the playgroup. They operate from one large room, with associated facilities, in the village hall in Killinghall near Harrogate, and serve the local and wider community. There is an enclosed space for outdoor play and children also have access to the adjoining cricket ground. Links are in place with other local providers and schools.

The playgroup is registered on the Early Years Register and both parts of the Childcare Register to care for 24 children aged from two years to full time school age. There are currently 34 children aged two to four years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The playgroup is open each weekday from 09.00 to 12.00, term time only. On Thursdays and Fridays the session runs until 15.00 when older children can stay and have lunch together. There are four staff who work with the children, all of whom hold an appropriate early years qualifications. The manager is a graduate with Early Years Professional Status (EYPS).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The manager, committee and staff demonstrate a strong commitment to self-evaluation and continuous improvement. They have a clear vision for the future of the setting and are developing their systems to support them to achieve this. A safe and stimulating learning environment is carefully planned and provided, that successfully promotes children's wellbeing and supports the uniqueness of each child. This is further promoted by the highly effective engagements with parents and others, and together ensures each child makes good progress towards the early learning goals in relation to their starting points and capabilities.

What steps need to be taken to improve provision further?

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

- continue to develop systems for evaluating all aspects of the practice and provision, identifying areas for development and monitoring the impact of any improvements made on the outcomes for children, to further secure continuous improvement
- review the routine of the setting, and the use of whole group activities to ensure the individual needs, interests and learning styles of all the children are fully considered and provided for.

The leadership and management of the early years provision

The setting is effectively led and managed by a highly motivated manager and Early Years Professional, with a team of enthusiastic approachable staff in place, who work well together promoting children's welfare and learning. Well organised records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, reviewed and effectively shared with staff and parents. These ensure all children are included, their needs met and extremely well safeguarded. Staff are well deployed and have a clear understanding of their roles and responsibilities, particularly in relation to safeguarding. The manager has carried out a workforce audit to ensure staff qualifications are in line with the requirements. Continuous professional development needs of all staff to extend their knowledge and skills are fully supported and provided for, and support from the local authority is accessed, which has a positive impact on the overall quality of the provision.

The manager effectively communicate an ambitious vision, shared by all staff and the committee who together strive for improvement to ensure high quality outcomes for children. They engage in a regular cycle of review, using the Ofsted self-evaluation form, team meetings, committee meetings, observations and feedback from parents and other professionals to identify the key strengths and areas for development and set appropriate targets for improvement. However, Systems for monitoring the impact of any improvements made are not yet fully developed to further secure continuous improvement.

Partnerships with parents and others are exemplary. Robust systems are in place to ensure highly effective information sharing systems are established at all levels. Parents are meaningfully involved in their child's welfare, learning and development through the exceptional two way flow of information in place and are fully informed of their progress, needs and interests. Utmost priority has been placed on establishing links and sharing key information with other settings and schools where children already attend or are due to make the transition to. This ensures all children are fully supported and included and provides continuity in their welfare and learning.

The quality and standards of the early years provision

The nursery has a warm, calm and welcoming atmosphere. Children are happy and settled and participate eagerly and with enjoyment in a safe, inclusive and stimulating environment. A good balance of adult-led and child-initiated learning and development opportunities are provided both indoors and outdoors, across the six areas of learning, through the well resourced areas of provision. Staff know the children well and use effective questioning and dialogue appropriately to further extend children's play and learning. For example, supporting a child to explore the concept of floating and sinking as he sails his boats in a container of water. Children enjoy being active outdoors and are learning about the benefits of physical exercise. They ride wheeled toys, run on the field, balance and practice their throwing and catching skills. They explore natural materials, using various

implements and small world resources to dig in the soil and transport it to another area or mix it with the water. Indoors children are given time and space to become deeply involved in their learning as they paint, draw, use scissors and practice writing their names. Services in the community are accessed to extend the play and learning experiences for children. For example, using the library service, visiting the park, and having visits from community professionals from the fire, police and health service. This also helps support children's understanding of how to be safe and healthy.

Effective systems are in place to ensure that every child is suitably challenged by the learning experiences provided. Staff carry out daily observations, which are used along with detailed information gathered from parents and discussions with the children, to identify their individual needs, interests, stages of development and learning styles. This information is used to enhance the provision and plan for their next steps accordingly and is shared with parents to help them support their children's learning and development at home. Staff also monitor children's progress over time to ensure they are all making good progress towards the early learning goals in relation to their starting points and capabilities and to identify any additional needs. As a result, children are motivated and interested to learn and their individual needs and learning styles are, on the whole, provided for well. However, at times the routine of the setting, and the use of whole group activities, does not always fully consider and provide for these.

Considerable emphasis has been placed on supporting children to become confident and independent. A choices board displaying pictures of activities and additional play and learning opportunities is used to consult with children and encourage them to become involved in the planning process. Resources are thoughtfully stored and the learning environment is organised well, to enable children to choose and freely select what they would like to do. Children can free flow between the indoors and outdoors for most of the session and are encouraged to take care of their personal care needs. They confidently wash their hands, choose their snack from the healthy selection available, pour their own drinks and clear their plates independently. Children are forming friendships with their peers and play cooperatively, taking turns and sharing. They are developing an excellent understanding and awareness of their local and wider community through the activities, experiences and resources provided and are learning to value and respect those who are different from themselves. Children are well behaved and adhere to the rules of the setting to promote their safety and that of their peers, for example riding the wheeled toys in the designated area.

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?	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?	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?	1
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