

Papillon Playgroup

Inspection report for early years provision

Unique reference number EY314513
Inspection date 04/12/2009
Inspector Lynn Clements

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Papillon Playgroup opened in 2005. The group operates from the Masonic hall in Royston. The building provides access to main hall, toilets and kitchen. Access to the provision is via one step and there is a ramp for access re disabilities. The playgroup is registered to care for a maximum of 24 children at any one time. The setting is registered on the Early Years Childcare Register. They are also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll, of whom, six are in receipt of early education funding.

Children attend for a variety of sessions each week. The group opens four days a week during school term times, Monday, Tuesday Thursday and Friday. Sessions last from 9.30am to 12pm with a lunch club from 12pm until 1.45pm and there is also a holiday club which operates during school holidays.

Eight members staff work with the children. Six have appropriate childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure knowledge of each child's needs to successfully support their learning and development. Children enjoy learning about the wider world around them, they are safe and secure in the playgroup. Partnerships with parents, carers and local schools or other early years settings in the town are purposeful and significant in ensuring that the needs of all children are met, along with any additional support needs. The systems, put in place by staff enable children to progress well, given their age, ability and starting points. Reflective practice is a strength of the setting and enables managers and staff to identify priorities for development and take actions as necessary, resulting in a setting which responds to user needs.

What steps need to be taken to improve provision further?

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

- re-appraise risk assessments to ensure they include anything with which a child may come into contact
- increase further opportunities for children to engage in information communication technology activities.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures are in place and all staff have completed relevant training to ensure they know what to do if there is a concern about a child in their

care. Robust procedures are in place with regard to the vetting and recruiting of staff, in order to ensure children are protected. The setting is secure when children are in session and there are clear and safe arrival and collection procedures, this ensures that no child can leave the playgroup unescorted. Risk assessments are in place to minimise potential hazards both inside and whilst out and about, although these currently do not include all potential risks, for example Christmas decorations and the temperature of the hot water the children have access to in the toilet area. All documentation required by legislation is in place and shared with all staff, parents and carers, in order to support the smooth running of the playgroup and provide positive outcomes for the children.

Staff are attentive to all children's needs and those with additional needs are fully supported as staff work in partnership with parents or carers, and other professionals in the best interests of the child. There are clear systems in place enabling staff to support children with English as a additional language. Time is also taken to support parents or carers as well, for example inviting them into the setting to see it in action and provide important cultural information, such as what other children have in their lunch boxes, but also encouraging them to share information about the foods they enjoy in their own culture, then using this information in their planning to help children and their families settle. There is no bias in practice in relation to gender, race or disability.

Reflective practice is in place and the provider and members of staff use self-evaluation in order to identify strengths and address weaknesses as a team and working in partnership with parents and carers, for example seeking their views and suggestions and adapting their playgroup to meet user needs. The provision is organised well and resources are sustainable.

The quality and standards of the early years provision and outcomes for children

Staff have a clear understanding of the Early Years Foundation Stage and implement it in their practice in order to support children learning and development towards the six early learning goals. They make regular observations of children and use these to assess progress in all areas of learning, then, using the EYFS elements, they identify each child's next steps for learning and this information is used to inform future planning. This process ensures that staff are supporting and challenging children to build on what they know and can do in order to make good progress and establish skills for future learning.

Children enjoy taking part in a wide range of activities, such as mark-making or sharing stories. They develop their communication skills as they engage in conversations with each other and members of staff. Children construct from a variety of media, making tall towers or using their imagination during role play activities to become 'dancing princesses'. Some opportunities are in place for them to explore information, communication technology although this is not always on a daily basis. Physical skills are developed as children use larger apparatus and wheeled toys. They move around with care, showing an increasing understanding of spatial awareness. They sing and dance, matching actions to rhymes and seek

out their friends or members of staff to proudly show them their finished creations, such as pictures. Opportunities are in place for children to enjoy fresh air, at the same time, learning about their local environment and the wider world in which they live. They take regular trips to the local park, join in with the towns art festival and find out about firefighters as they enjoy visits to the local fire station. Children demonstrate good behaviour and show care and consideration for others at all times. The play space is organised well and encourages free-flow, child-initiated learning as children make their own choices and share their ideas without fear of failure.

All children are able to rest or be active and emphasis is placed on the development of independent and self-help skills. For example, child-height storage, a self-service snack bar and equipment such as safety steps in the toilet area enable children to do things for themselves. They learn about healthy eating through discussions and activities. For example, staff ensure that there is a range of healthy options at the snack bar and parents and carers support the playgroup healthy eating programme when providing their children's packed lunches. Children explore different foods during snack and cooking activities. They are inquisitive learners, asking questions and experimenting with everything on offer in the playgroup. They keep themselves safe, using single-handed tools with care or putting used tissues in the bin when they have finished and squirting antibacterial gel on their hands afterwards to limit the spread of infection. All children are able to rest or be active according to their individual needs and staff support them well during their formative years.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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