

# Sprotbrough Park Playgroup

Inspection report for early years provision

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**Unique reference number** 318101  
**Inspection date** 16/03/2010  
**Inspector** Angela Howard

**Setting address** Sprotbrough Methodist Church, Park Drive, Sprotbrough,  
Doncaster, South Yorkshire, DN5 7LN

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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).

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## Description of the setting

Sprotbrough Park Playgroup opened in 1979. The setting is managed by a voluntary committee and operates from the Methodist Church building in Sprotbrough, Doncaster. The children have access to a fully supervised outdoor play area. It is open two mornings a week, Tuesday and Friday during school term time. Sessions are from 9.15am until 11.45am. The setting is registered on the Early Years Register. A maximum of 22 children may attend the setting at any one time. There are currently 23 children aged from two to under five years on roll, of which six children access nursery education funding. There are four members of staff, of whom three hold appropriate early years qualifications with staff qualified to at least level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff promote an ethos where children are warmly welcomed and are helped to understand how to keep themselves safe and to be healthy. The children make appropriate progress in their learning, however, information obtained through observations is not used rigorously to inform planning, and opportunities for daily outdoor play are basic. The children are confident and show a reasonable sense of belonging as they are made welcome and included by the staff who support them to make a positive contribution to their own development. Satisfactory implementation of suitable policies and procedures promote children's welfare appropriately. However, there is a breach in requirements because the setting have not notified Ofsted of relevant matters. A positive working relationship with parents ensures children's individual needs are met appropriately but links with others offering the Early Years Foundation stage are very much in their infancy. The use of self-evaluation is adequate and correctly identifies some areas for improvement.

## What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters (Documentation). 16/03/2010

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

- improve the use of observations to plan next steps in children's learning, to provide personalised learning, development and support with clear systems to monitor starting points and overall progress

- build links with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding policies and procedures are satisfactory and staff have a sound understanding of how to protect children. They are sufficiently aware of the signs and symptoms of abuse and know the correct procedures to follow. Satisfactory implementation of required policies ensure that children's safety and well-being are adequately promoted. There has been a breach of requirements with regards to the setting not notifying Ofsted about the change of the person who is managing the early years provision. However, they have taken some positive steps to ensure that she is suitable to do so by completing a new Criminal Records Bureau disclosure, taken up references and checked her qualifications and identity. Staff assess safety risks on a daily basis and use appropriate risk assessment records to monitor any action required. For example, to ensure children's safety when using the outdoor play area staff fully supervise the boundaries and constantly remind children about safe practice. Appropriate resources are used and are easily accessed, enabling children to freely choose activities, test their skills, and make new discoveries within safe boundaries. Staff provide a broadly positive outlook that promotes equality and anti-discriminatory practice. A basic range of resources are used in every day play and staff use discussion to raise children's awareness of others. They make reasonable adjustments to ensure all children can participate and respond appropriately to the early signs of need that could lead to later difficulties. Staff have a generally good understanding of the learning requirements and guidance, which means they are developing their confidence in helping children learn appropriately. Each child has a key-person who knows them well and who takes the lead on observations and liaison with parents to ensure the children's welfare needs are met effectively. All staff are involved in planning and making decisions about children's welfare, learning and development. However, the children's observation records lack sufficient detail and do not clearly identify the next steps in the children's individual learning journeys, or how this will be achieved through a personalised range of activities. The planning is generally for the whole group and the activities provided are not differentiated sufficiently well to give all children appropriate challenges.

Suitable direction from the manager is beginning to ensure improvement in the outcomes for children. Staff are generally motivated and are showing some commitment to improvement. They welcome advice and attend relevant training events. The quality of the setting's self-evaluation is acceptable and staff do recognise the value of a quality improvement process based on internal review. They have developed a robust system using a detailed action plan, which is beginning to promote a culture of reflective practice appropriately. All recommendations raised at the last inspection have been successfully completed. The staff work well from the outset in partnership with parents and ensure that a

personal welcome is given to everyone. This promotes satisfactory levels of communication and creates a sense of belonging. Parents comment that all staff are approachable, their children are happy and that the 'open door' policy works well and they know any problems will be dealt with swiftly. They like the fact all staff know their children really well and that it is a lovely staff group. However, for children who attend more than one setting there is no system in place for the sharing of relevant information to ensure effective continuity of care and progression.

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

The children enjoy themselves and are relaxed and settled. They feel secure, have good self-esteem and follow their interests with persistence, participating enthusiastically throughout most of the session. Children chatter constantly asking 'what are you doing?' and 'how does that work?' They do self-registration successfully using pictures and name cards and attempt to make marks to represent names on pictures. They love to read books and sit engrossed in the book area giggling at funny parts of the story. The children love to make marks in the dry sand with rakes and spoons and use large paint brushes to explore paint, concentrating intently on painting the lids of the paint pots. They skilfully draw with the chinks and are beginning to make recognisable pictures, for example, they draw a circle, put in eyes, nose, mouth and ears and ask how to draw short hair. The children use their imagination wonderfully as they act out caring for patients at the Doctors. They listen to each others hearts with stethoscopes, give medicine with the syringe or on spoons and put plasters on cuts and bruises. They rub in 'magic' cream and remind each other when they leave the Doctors to be careful and not to fall again. Children have made firm friends with their peers at the setting, and eagerly await another child's arrival. The children use number language generally well in every day activities. They say if they have more or less snack than each other, skilfully put together jigsaws, make patterns in the dry sand and accurately count two spoons of medicine in the role play activity. This results in children making satisfactory progress in their learning, encourages them to become active learner's and enables them to develop appropriate skills for the future.

Staff act as good role models, listening attentively and speaking with respect. They use positive methods to manage behaviour and distract younger children swiftly. An ethos where children are warmly welcomed and valued is effectively promoted. The children respond eagerly to consistent praise and encouragement and enjoy the reassurance from the caring staff. From an early age staff introduce children to learning about danger and how to assess risk. Young children are beginning to understand why boundaries exist. For example, they learn about fire safety and how to use the space outdoors appropriately by not playing near the gate or the small boundary wall. The children are active and gain confidence in what they can do with their bodies, as they confidently pedal and propel toys with their feet, push and pull toys, climb on larger apparatus, and throw and catch balls. This helps children to develop a positive sense of well-being. However, although the outdoor play area offers children the chance to be physically active it is not sufficiently well

planned to give them opportunities to explore the six areas of learning in different ways from indoors. Children enjoy healthy snacks, such as a variety of different fruits and have free access to drinks so that they can help themselves when they are thirsty. Children's dietary needs are met well because the staff work with parents to gather, record and review relevant information. They take positive steps to reduce the risk of cross infection, and help children to understand and adopt good hygiene practice.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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