

Monk Fryston Playgroup

Inspection report for early years provision

Unique reference number 400299
Inspection date 27/04/2010
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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*.

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Description of the setting

Monk Fryston Playgroup operates from the local church hall. It is a voluntary group, run by a committee and parents help the staff by taking part in parent rota duties. It is a well established group which opened 40 years ago and re-registered in 1992. The group has use of the main church hall, the smaller side room, kitchen and toilets. The premises are suitable for children with limited mobility. Secure outdoor play facilities are available, where children have opportunities to participate in physical activities.

The setting is registered on the Early Years Register and 26 children may attend at any one time. Opening times are Monday to Friday 9.15am to 11.45am and Tuesday and Thursday 12.30pm to 3pm during term time only. There are currently 55 children aged from two and a half years to under five years on the roll. The setting attracts children from the village and surrounding areas. The playgroup employs four permanent members of staff and five relief staff are available. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have an excellent knowledge of each child's individual needs which enables them to promote all aspects of the children's welfare and learning successfully. The children are safe and secure at all times and enjoy learning about the local area and the wider world around them. Partnerships with parents, schools, nurseries and other agencies are a key strength ensuring the children's needs are met and they receive any additional support they need. This means children make good progress given their starting points, ages and abilities. Regular self-evaluation by the staff and committee ensures any priorities for future development are promptly identified and acted on, resulting in a service which is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- include notification of Ofsted in the lost and uncollected child policies and procedures
- ensure all staff are aware of the different methods used to monitor children's development.

The effectiveness of leadership and management of the early years provision

The committee and staff review the comprehensive policies and procedures on a regular basis. These are made available to parents and their implementation ensures the setting is managed safely and efficiently. Risk assessments are completed for all aspects of the premises and the care provided, including the visits to school to use the playing field and to meet the staff. Daily checks of the premises and resources are also made. The premises are secure so no unauthorised persons are allowed access. The new outside area is also risk assessed for the safety of the children.

Staff have a good knowledge of safeguarding and have attended child protection training. They make the policy and procedures available to parents so they are aware of the responsibility they have for referral. Lost and uncollected child policies are also in place.

Relationships with parents are excellent. They are encouraged to join the committee, help with fundraising or come on trips. They can also help at sessions. Staff work very closely with parents to ensure the needs of their children are met. They exchange information both in writing and verbally at each session of the group. A diary gives information about what they have achieved and enjoyed, and also suggestions for activities the children can do at home to further support their learning. As a result of information about the topic on France, one of the children has developed a keen interest in the country and started to learn simple words, which they could then use on holiday. Key persons also hold individual appointment meetings with parents to discuss their child's progress.

Parents spoken to during the inspection are very happy with the setting. Their children are settled and comfortable with the staff. They feel welcome in the sessions and like the opportunities they have to discuss progress and achievements or to raise concerns. The staff have provided excellent support for parents whose children have had different needs. They have ensured the children were able to participate in the playgroup sessions, and that account was taken of their individual needs. Home visits or special resources are offered or obtained where necessary.

Outside agencies are also welcome in the group and the staff provide them with opportunities to visit and observe the children in line with parental wishes. They work together to produce individual learning plans to help the children make progress whatever their particular problem or difficulty. They also have good relationships with the local schools which ensures the transition for the children runs smoothly.

Parents complete annual questionnaires for the staff and committee to gauge their satisfaction with the provision. There are few suggestions made for improvement although several parents suggested children would benefit from the use of an outside area. This has now been completed, with a patio area, a soft surface area and some grass under the tree.

The staff and committee have started to use the online self-evaluation form although they already had a system in place to plan for future improvements and developments. The last inspection had highlighted the need for equipment to make resources more easily available to the children so this was included in the improvement plan. The children now have free access to resources which are stored in boxes or on shelves in the different areas of the room. They can choose what to do and select for themselves.

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

The children are settled and comfortable with their playgroup. They come into the hall happily, greet their friends and settle down quickly to play with their chosen resources. They are developing independence in their play and their personal care, and are confident to ask for help if they need it. All children are included whatever their differences or individual needs.

Clear house rules are in place and the children behave very well. They are polite and considerate of each other and the staff, one child apologising for being late for the story as changing from dressing up clothes took longer than expected. The children help each other while playing, putting on aprons if younger ones have difficulty, sorting out the computer games or serving each other at snack time. This is a pleasant social occasion when friends sit together when they are ready. Staff make sure all children have an opportunity to eat and drink, but not all wish to do so and they are free to choose. Drinks are available all the time. Healthy eating is promoted by the provision of fresh fruit and vegetables, also raisins or yoghurt. The children enjoy garlic bread at some sessions. They know they must wash their hands before taking a bowl to help themselves or pour their drinks. They are very capable and like the opportunity to eat together. The children are also developing independence in their personal care. They know how important it is to prevent the spread of germs and wash their hands carefully. The new outside area has been designed to promote the children's healthy lifestyles by giving opportunities to play outside in the fresh air each day and to support their physical development.

During the inspection the children were happy to discuss their playgroup with visitors. They like the activities, enjoy snack time when they can help themselves to food and are really looking forward to the new outside play area which is nearly ready. A display shows how the area has progressed, with photographs and plans for the children to see. They have made suggestions for what they would like, including different plants and flowers, also a climbing frame and a seat. Once the area is in use they are making a book to show the transformation of the area from churchyard to play area.

The children have a growing awareness of their local community through visits to the school, the church and contact with the emergency services. They are also keen to learn about other countries around the world and children's lives. These have included France, Australia, India and China. They have celebrated Chinese

New Year, worn costumes, made a dragon and tried Chinese food. They have also learned some simple French words and tried different foods. Flags they have made from many countries are on display in the hall and greetings in different languages also show how different cultures communicate in writing.

The children's progress is monitored by key staff through individual tracker books, observations and special achievements, although they do not all record the observations in the same way nor do they all include next steps. Their photographs and recordings show the children participating in a wide range of activities across all the areas of learning. Their files are readily available to parents and regularly discussed with them.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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