

# Grove Playgroup

Inspection report for early years provision

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**Unique reference number** 257936  
**Inspection date** 20/09/2010  
**Inspector** Gillian Walley

**Setting address** Gilpins Ride, Littlefields, DEREHAM, Norfolk, NR19 1BJ

**Telephone number** 07880591700

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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

Grove Playgroup opened in 1982. It operates from a room in Grove House Nursery and Infant Community School in Dereham, Norfolk. A maximum of 14 children may attend the playgroup at any one time. The playgroup is open each weekday from 9.00am to 12.00pm, during term time. All children share access to a secure, enclosed, outdoor play area. The playgroup supports children who have special educational needs and/or disabilities and those who are learning English as an additional language.

There are currently 11 children from two to under five years on roll. The playgroup serves the local community and children attend for a variety of sessions. The setting employs three staff, two of whom hold an appropriate early years qualification.

The setting is registered by Ofsted on the Early Years Register. It works in close partnership with the adjoining infant and nursery school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children who attend this playgroup make good progress because it is inclusive and is mostly effective at addressing the needs of each child. Procedures, checks and policies to safeguard the children are largely in place. The manager and her team are very experienced and use training to acquire new skills to help them improve the learning opportunities they provide for the children. The staff are committed to improving self-evaluation systems, by involving parents more in the process, so they can develop the setting further. As a result, the playgroup has a good capacity to improve.

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

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

- track all groups of children so that they make consistently good progress in all areas of their learning
- involve parents in the process of evaluating the provision by seeking their views at regular intervals
- update the record of risk assessments to include assessments of risks at times when the children are taken off site for trips and visits, so that all adults are reminded what to do to keep the children safe.

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

The manager and her staff have good procedures in place to ensure that the children are always safe, although the manager has not identified some omissions in her assessment of risks. All staff are vetted before joining the setting and visitors sign in as they enter. Doors and gates are kept closed and the children play in a secure area. The premises are checked daily and more thorough risk assessments are carried out annually so that any hazard which could cause an accident is identified. The manager also assesses any risks when she organises visits, for example, to the library and post office, but she does not record this so that the staff and volunteers can refer to them. When children need medicine there are good procedures for obtaining parents' permission. If a child has an accident, the manager tells parents what has happened. All staff know and understand the setting's policies and procedures for safeguarding children, as they attend appropriate training. The staff have first aid qualifications and are trained in hygienic food handling.

The manager and staff meet regularly to review their practice and to plan improvements, such as developing stronger links with parents, and the playgroup has significantly improved since the last inspection. The staff are a strong team and they have attended a wide range of training courses to develop their expertise, for example, in safeguarding and first aid. They hold weekly planning meetings and prepare activities based on what children have achieved already through observations of their learning. However, staff do not compare the progress of different groups of children in different areas of learning. The manager also meets with her team to evaluate the provision and to identify changes they might make to improve the opportunities they provide for the children.

The staff provide a wide range of exciting activities for the children, although they do not always know what skills they expect the children to learn through the activities. The staff are appropriately qualified and parents can now refer to policies and information about children's learning. More activities are now based on the children's interests and there are better opportunities for children to develop their creative skills. The staff record evidence of children's progress through observation notes and photographs in individual scrapbooks which parents can look at. They feel that their children are always safe and well cared for, and that they make good progress. Parents have access to information about what is going on and about the activities their children enjoy. Informal conversations and regular parents' meetings with key workers help them to understand the progress their children make and how they can help them at home. When the children start coming to the playgroup the manager meets parents and discusses all the policies and procedures with them and finds out what their children like to do. The manager values parents' suggestions, although she currently does not carry out regular parental surveys. Parents feel their children make especially good progress in their speech, confidence and social skills. The manager works closely with the local authority when she needs additional advice about individual children's needs

so that these children are very well supported and make good progress. She is developing good links within the local community. The staff have very good links with the adjoining primary school and children settle easily when they transfer because they make visits to the school and share play areas.

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

The children are very well behaved because the adults have high expectations of them and are good role models, rewarding them for being good mannered, helpful and polite. Staff encourage the children to develop new skills and ask them questions and encourage the children to solve problems. The children play well together and share with one another. They concentrate on one activity, such as a puzzle, for a long time. They choose what they want to do and have a wide selection of toys, including dolls, books and construction kits, which they can reach easily. They develop their imagination by dressing up and using the role play area, for example, pretending they are in a hospital. They extend their vocabulary through exciting experiences, such as nature walks to collect items like cones and conkers which they can look at through a magnifying glass.

Children have good opportunities to develop their early writing skills and are learning to write their names. They learn how to use a computer and use it to play educational games which involve letters, numbers and matching shapes. They develop fine motor skills through lacing and threading activities. Outdoors the children learn about what plants need to thrive, by growing vegetables. The setting provides a good selection of toys, some of which especially inspire boys, for example, a work bench and tools. They make very good progress in their physical development when they play on the climbing equipment and they learn to ride bikes, throw and catch balls. The children understand how to work as a team when they play with the parachute. They learn to recognise numbers because they are displayed in the classroom, and they talk about numbers often, for example, counting how many children are present at registration time or how many pieces of fruit they need at snack time. The staff know the children well and adapt routines to suit the children's needs. For example, they eat their snacks together at first but can choose when to have it when they are older and more independent.

Children learn about the importance of a healthy lifestyle as they discuss their healthy snacks. They understand how to avoid infection because they can explain when and why they wash their hands. Staff talk about road safety when they are out with the children, and encourage children to feel safe by encouraging responsible behaviour. Children make good progress in understanding about people of different cultures because they understand about different celebrations and customs. At Diwali they taste traditional sweets and make Rangoli patterns and at Chinese New Year they taste noodles and make paper lanterns. The children also play with multicultural toys and dolls, which give them a good understanding of equality and diversity. The attitudes and progress children make equip them well for the next stage in their education.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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