

Richmond Playgroup

Inspection report for early years provision

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Inspector Janet Keeling

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Richmond Playgroup registered in 2005. It is run by a voluntary management committee and operates from a mobile classroom in the grounds of Richmond Primary School in Hinckley, Leicestershire. Children have access to an enclosed outdoor play area. The playgroup serves children and families from the local and surrounding areas. A maximum of 26 children from two years to five years may attend the playgroup at any one time. There are currently 67 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The playgroup opens Monday to Friday from 8.40am to 11.40am and from 12.30pm to 3.30pm, during school term time only. The playgroup supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register. There are six members of staff who work directly with the children. Of these, all hold an appropriate qualification at level 3 in early years. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children blossom with the exceptional levels of care and support that is provided at this stimulating and lively playgroup. Children are eager to learn and make outstanding progress in their learning and development. Staff offer a fully inclusive service, where the uniqueness of every child is celebrated. Highly successful partnerships with parents and other agencies have been firmly established, ensuring children's individual needs are fully supported. Most policies and procedures are thorough and implemented effectively to safeguard and promote children's welfare. The playgroup is managed by an experienced and highly motivated team, who embrace the process of self-evaluation. They demonstrate an excellent ability to sustain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving induction procedures for students so they are given full information and guidance on their roles and responsibilities while at the setting.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. All staff have a comprehensive understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. There are very robust recruitment and vetting procedures in place for staff members, who also receive

ongoing appraisals to encourage their continued professional development. Effective induction procedures are in place for new staff. However, induction procedures for students, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. Detailed risk assessments are completed which ensure potential risks to children are fully minimised. All staff are extremely competent, caring and demonstrate an excellent commitment to their responsibilities. The environment is inspiring, exceptionally well organised and provides wonderful learning opportunities for all children. Staff are deployed effectively to ensure children are supervised safely at all times. Resources and equipment are clearly labelled and allow children easy access, and as a result, there are excellent opportunities for children to make choices about their own learning and play. Outstanding outcomes for children are attributed to the excellent use of time, space and resources. The manager has a very clear vision for the playgroup and demonstrates an inspiring commitment to further enhancing the quality of the early years provision. For example, they use feedback from parent questionnaires and have a very effective self-evaluation system in place to monitor the quality and standards of the playgroup. Regular team meetings provide valuable opportunities for staff to discuss children's interests and share good practice.

Methods to promote equality and diversity thread through the whole playgroup. This is successfully achieved through planned activities, the use of visual displays and posters, role play equipment and through open discussions between staff and children. Staff are committed to promoting inclusive practice, ensuring that every child is fully included and integrated into playgroup life. The manager and staff also work very successfully in partnership with other early years professionals to ensure continuity of care and learning for all children. Staff are dedicated towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. Partnerships with parents are outstanding. Parents are warmly welcomed by staff and clearly feel very comfortable within the playgroup. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their children's care and learning and are aware that they can speak to their child's key person at any time. They access a wealth of information regarding the group through the use of a parents' notice board, newsletters and parents' evenings. In addition to this, parents are able to see their children's work displayed around the playroom and many beautiful photographs of them enjoying an array of activities while at the playgroup. Parents expressed highly positive views of the playgroup during the inspection. They commented that they were 'delighted with the excellent care provided for our children'. One parent stated that their child had made excellent progress since attending the playgroup.

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

Children blossom at this inspiring, lively and enchanting playgroup. They have excellent opportunities to lead their own learning as they freely access a wide

range of activities and resources, both indoors and outdoors. There is an outstanding balance of adult-led and child-initiated activities that result in children being active learners. Staff interaction is excellent, as they ask open-ended questions and competently support children as they play. Staff have an excellent understanding of children's individual needs as they observe, discuss and record information on a daily basis. Information is evaluated and used positively to inform future planning for individuals and groups of children. On admission to the setting an 'all about me' form is completed with parents. This clearly demonstrates a commitment to promoting children's individual care and learning needs. Children's learning is meticulously documented in their individual learning journeys, which contain both written and photographic information of their learning, achievements and work. These folders are regularly shared with parents and are available for parents to see at any time.

Children make outstanding progress towards the early learning goals because staff demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage framework. Staff recognise that children learn best when they are having fun and are excited by what they are doing. Children relish opportunities to explore different textures. They talk about the 'goosey' rice pudding, the 'squishy' jelly and the 'soft' oats. Their personal, social and emotional development is inspiring. They have developed a true sense of identity and have formed wonderful relationships with their peers and adults. They respond to the feelings and the wishes of others as they play in harmony together and take pride in their own achievements. Children are developing a love for books and sit attentively at story time. They also have excellent opportunities to develop their mark making skills. Children explore their natural environment as they hunt for mini beasts, collect leaves and twigs for their collage pictures and help to plant daffodils and bedding plants in their garden. There are also many enjoyable opportunities for children to sing and make music. For example, staff have provided a range of saucepans and frying pans in the outdoor area, on which children beat a tune. Children's physical development is very well supported as they access an exciting and very well resourced outdoor area. They skilfully negotiate steps leading up to a slide, pedal bikes and confidently step in and out of a course of tyres. They also build with bricks, logs and planks of wood, and roll balls down drain pipes to see whose ball goes the fastest. In addition, staff make excellent use of incidental opportunities to enrich children's natural curiosity. Children also benefit hugely from planned visits to places, such as Twycross Zoo and Broomey Croft Farm. The playgroup also welcomes visitors who help and support children's understanding of the wider world, for example, police and fire officers, the postman and librarian.

Children's behaviour is outstanding. They learn to share, take turns and respect each other. For example, they invite their friends to share their picture books and help each other to put on their wellington boots. They have excellent opportunities to learn how to stay safe. For example, children regularly engage in emergency evacuation procedures and learn about road safety while engaging in role play activities. They develop an understanding of the wider world and access a wide range of resources that are representative of diversity. Children are successfully encouraged to develop their own hygiene skills, such as independent toileting and automatically washing their hands before snacks. They develop a significant

understanding of healthy eating through topic work and ongoing discussion with staff. Each day enjoy children enjoy very healthy snacks and have continual access to drinking water. Overall, children demonstrate that they are acquiring excellent skills that will help them in the future and prepare them well for their transition into school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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