

Community Centre Playgroup

Inspection report for early years provision

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Inspector Parm Sansoyer

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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

Community Centre Playgroup re-registered in 2002 and runs from the community centre hall in the grounds of Manorfield Primary School in Stoney Stanton, Leicestershire. The playgroup has the use of a large hall, an adjacent smaller room and associated facilities. Children have access to a secure outside play area. The playgroup serves families from the village and surrounding areas.

The playgroup is open from 8.30am until 3pm on Mondays and Wednesdays and from 8.30am until 11.30am on Tuesdays, Thursdays and Fridays, during school terms. Children attend for a variety of sessions. It supports children with special educational needs and/or disabilities.

A maximum of 30 children from two to five years may attend the playgroup at any one time. Currently there are 36 children on roll, all of whom are in the early years age group. It is registered by Ofsted on the Early Years Register. The playgroup is in receipt of funding for early education places.

The playgroup employs five members of staff. Of these, one holds Early Years Professional Status and the other four members of staff hold a qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and comfortable in this safe and secure playgroup. An interesting and well equipped environment offers well planned experiences to support and extend children's development and learning. Clear planning by skilled staff promotes positive attitudes to learning and helps children to make mostly good progress. There are effective procedures in place to promote children's welfare and safeguard them effectively. Positive relationships with parents, carers, other agencies and settings make sure that the needs of all children are well met. An effective self-evaluation process ensures a rigorous monitoring system to help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- achieve a better balance of adult-led, freely chosen and child-initiated activities to further extend children's learning
- increase opportunities for children to work with numbers and experience weighing, measuring and capacity, through indoor and outdoor play.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated team member who is knowledgeable about child protection issues takes a lead responsibility for safeguarding issues and all staff are aware of this. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably vetted, qualified and experienced. A well motivated staff team supervise children well and give good priority to keeping children safe, through conducting effective written risk assessments of the environment.

An effective key worker system means adults know the children well and plan effectively for their development and individual needs. A well organised educational programme offers planned, purposeful play and exploration across many areas of learning. However, on occasions children spend too long engaged in freely chosen and child-initiated activities and access fewer opportunities to engage in adult-led activities with a clear learning intention. Outdoors is especially popular with the children. They freely explore and discover the natural environment with curiosity, which plays a key role in supporting and extending children's learning. Systematic observations and assessments of what the children do and like are used effectively to guide planning and extend children's learning.

Good relationships with parents and carers contribute to the success of the playgroup. An active parents' committee helps shape future plans for the playgroup and takes a lead in seeking the views and opinions of all parents and carers attending. Parents and carers are kept well informed about the provision and about all aspects of their children's achievements and progress. Partnerships with the host school and local playgroup and other agencies are effectively established, to help support transition, continuity of care and children with additional needs.

Good progress has been made since the last inspection. All of the required records, policies and procedures are now in place and help secure the children's safety and welfare. In addition, children's enjoyment and achievement levels have considerably improved. There is a strong commitment to further raise staff's skills and qualifications. Consequently, assistants hold Early Years Professional Status. There are effective systems in place to test new ideas and question practice, to help secure continuous improvement.

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

Children's personal, social and emotional development is supported very well. They have established positive relationships with staff, and demonstrate a real sense of belonging. They are developing their confidence well as staff offer support to get

them all actively involved. Their behaviour is good. They learn about sharing and taking turns and respond well to changes in the routine. Children are independent and increase their self-help skills well because they help themselves to food at the snack bar.

Children's communication, language and literacy skills are supported well. A good range of activities incorporate early writing skills both indoors and outdoors. For example, both boys and girls use the clip boards, brushes, magic screens and sand to make marks. Children develop a keen interest in books as they are made readily available. Regular reading sessions and visual aids extend their fondness for stories. Children benefit from opportunities to develop their spoken language and improve their listening skills. They share their conversations and stories, both one to one and in groups. Many children begin to recognise their own names as they self-register and collect their name badge at snack time.

The children's knowledge and understanding of the world is supported very well. Children engage in a variety of experiences in which they learn about their natural environment. They show a keen interest in the outdoors and learn to identify features of their local environment and collect natural items of interest. Practical opportunities to use the digging area and plant their own vegetables and flowers offer children meaningful first hand experiences. Children develop a real sense of place and community as they help fundraise and annually contribute to the village carnival by making a float. Children begin to gain an understanding of other cultures and diversity through themed activities and by accessing a varied range of resources which depict positive images of culture, race, gender and disability. Children are becoming familiar with the importance of recycling and recently enjoyed a trip to the recycling centre. They are keen to use the designated bins to recycle their empty plastic milk bottles and paper.

Children's problem solving, reasoning and numeracy levels are building well. They seek patterns, count, sort and match as they use a range of construction toys, puzzles, and games. Children are beginning to learn about early calculation and happily participate in singing number rhymes. However, opportunities for children to recognise and work with numbers and to experience weighing, measuring and capacity during their play are not fully incorporated into the daily routine. Children enjoy a wide range of experiences to express their creativity because they freely access a variety of arts and crafts materials and engage regularly in role play. Children have a good understanding of how to stay safe. For example, children use the pretend traffic lights outdoors and consider how to cross the road safely. After play, they independently sweep the sand off the path to avoid slipping. Staff follow effective hygiene practices, which mean children enjoy a clean and tidy environment. Children show a good understanding of hygiene when hand washing. They benefit from daily access to fresh air and the outdoor environment, where they have many opportunities to be active and physical. Children benefit from healthy and nutritious snacks and drinks, which contribute significantly to helping them adopt healthy lifestyles. They successfully develop skills that contribute to their future well-being and gain a real understanding of the wider world during their time at the playgroup.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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