

Seend Playgroup

Inspection report for early years provision

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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

Seend Playgroup has been open since 1974. The playgroup operates from the Irene Usher Pavilion, in the village of Seend near Devizes. The playgroup has access to the main hall and associated kitchen and toilet facilities, all areas are on the ground floor. All children have access to two outside play areas. The playgroup is open Monday, Tuesday, Thursday and Friday from 9am until 11.45am and on Wednesdays from 12 noon until 2.30pm during school term times. Children attending the playgroup are mainly from the local area and surrounding villages.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 25 children on roll, all of whom are in the early years age group. The playgroup is registered to receive government funding for nursery education. The playgroup supports children with special educational needs and/or disabilities.

The playgroup is run by a committee who employs five members of staff to care for the children. All five members of staff hold appropriate early years qualifications to level 2 or 3 in childcare. Three at level 3 and two at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm, welcoming and caring environment where they are treated and valued as individuals. Staff ensure that each child has appropriate care and attention to meet their needs, thereby creating an inclusive provision. Children enjoy a broad range of suitable activities and generally settle well, enjoying their time at the setting. Staff work very closely with parents to meet children's individual care needs and ensure that parents are encouraged to be involved in their children's learning. Systems regarding self-evaluation are being developed to help identify the setting's strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- develop the systems for observing and assessing children's achievements in order to clearly track their progress and identify accurate next steps for learning
- develop the organisation of the learning environment to enable children to select resources and activities independently
- continue to develop systems for self-evaluation to help identify weakness or build on already good practice in order to promote continuous improvement of the provision and outcomes for children
- continue to develop the outside area to enable children further opportunities

to explore across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded from the risk of neglect or abuse as staff have a good knowledge of what they should do if they had any concerns about children's welfare and know where to access the necessary information. Appropriate recruitment and induction arrangements are in place to ensure staff who work with children are suitable to do so. These include reference and criminal records checks. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to further promote children's safety. All required documentation is in place, and policies and procedures are reviewed and updated regularly. These are effectively implemented to contribute to children's health, safety, welfare and learning. Staff are suitably deployed and continually supervise and support children's play. Children choose from a varied range of toys and activities which are set out invitingly each day prior to their arrival. However, they cannot independently select from the full range of resources, as systems to show children what resources are available but not set out, are not in place.

There are strong relationships with parents and carers who are made to feel welcome in the setting. Staff work closely with parents to enable children's individual needs to be met. They recognise and respect each child as an individual and promote inclusive practice. Parents are actively involved with the playgroup, they help out at sessions as part of the parent rota, and there is a parent committee. Parents are provided with good information about the provision's policies and procedures in the welcome pack. Regular newsletters, notices, activity information and daily communication with staff keeps them informed about forthcoming topics and events. The setting has made links with other early years settings who provide the Early Years Foundation Stage framework, which children attend. This helps to provide continuity of care and learning. Staff also work with local schools establishing close links supporting children and families in the transition to school.

The setting is beginning to use self-evaluation and the play leader is very honest about aspects of the provision that need improvement. Some areas for development have been identified through self-evaluation, although this system is still in its infancy and is not yet fully functional. However, there is a clear commitment from the play leader and staff team to continuously improve the care and education provided for the children. This includes utilising feedback from local authority advisors and implementing recommendations from the previous inspection.

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

Children are happy and settled in the playgroup and are starting to demonstrate a sense of belonging. Staff deploy themselves appropriately to support the children

in their play and learning and they spend time playing and talking with the children. Staff share warm relationships with the children, they provide lots of positive physical contact by means of hugs and cuddles to help the children feel safe and secure. Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. Children are praised for their efforts and achievements, which supports their self-esteem. The children enjoy lots of imaginative play. They play in the home corner, caring for dolls and pretending to cook meals and dress up in different outfits commenting "I'm a policeman", as they make the appropriate noises for a police car. The children also enjoy play with small world resources as they play with a fire station. They line up the fire people and shout "there's a fire!", then put the people into the fire engine and drive it out of the station. Children are generally confident communicators, they chat with each other during their play. For example, explaining how to make a sandcastle and describing what happens when they mix ingredients together during a cooking activity. They can freely access books and enjoy listening to stories as they sit with staff in the book area. Children start to learn about diversity and the wider world through using multicultural resources and the celebration of several religious and cultural festivals. Staff are starting to introduce a free-flow system enabling the children to access the outside areas at most sessions. Currently the outside areas are predominantly used to promote physical development, however, plans are in place to extend the use of outside to cover all areas of the curriculum. Children have access to programmable and remote controlled toys and everyday technology such as cash registers and telephones, to help them learn about and understand technology.

Staff have a sound understanding of the Early Years Foundation Stage. They plan a broad range of activities and play opportunities which overall help children to make steady progress in all areas of learning. Staff gather information from parents about their children's interests and about starting points. Although observations of the children during their play are recorded, these observations are not yet fully utilised to help identify where children need to go next in their learning, and assessment records do not yet clearly track children's progress. Consequently, although the planning of activities takes account of children's particular interests, it is not yet consistently used to facilitate children's next steps in learning. Children take part in a broad range of activities and play opportunities which help them to make steady progress in all areas of learning.

Children learn about how to stay healthy. They know that they must wash their hands after using the toilet and before snack time. Good hygiene routines are practised and encouraged by staff to help prevent the spread of infection. Children are offered a variety of different fruits for snack each day, and planned activities and explanations enhance their understanding of foods that are good for them. Children have daily opportunities to take part in physical activities to help develop large motor skills and co-ordination, such as, riding tricycles, playing group games and using large play equipment. Staff and children talk about what exercise is doing to their bodies and how it makes them feel. Children start to gain an understanding of how to keep safe, as explanations are given as they play, for example, when riding tricycles indoors to follow the red and green stop and go signs, and, when outside, not to go past the designated boundary line. Children

also regularly practise evacuation procedures so they know what to do in an emergency.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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