

Guilsborough Playgroup

Inspection report for early years provision

Unique reference number	220214
Inspection date	09/06/2011
Inspector	Dianne Sadler
Setting address	School House, The Green, Guilsborough, Northampton, Northamptonshire, NN6 8PT
Telephone number	01604 740761
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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

Guilsborough Playgroup opened in 1967 and operates from The School House within the village of Guilsborough, Northampton. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 9.15am to 3.15pm on Monday, Wednesday and Thursday and from 9.15am to 12.15pm on Tuesday and Friday, during term time only. All children have access to a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register. There are currently 47 children on roll, all of whom are within the early years age group. Children attend from the village and surrounding areas for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities.

The playgroup employs 10 members of staff. Of these, nine hold an appropriate early years qualification levels 2, 3 and 4 and two members of staff have Early Years Professional Status.

The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well settled in the friendly and fully inclusive environment in which they are totally at ease. The playgroup is committed to ensuring children feel safe and secure and make good progress in their learning and development. Relationships with parents and other providers are strong. Therefore, children have their individual welfare and learning needs met well. All policies and most procedures are effective in practice. The manager and staff work closely together to monitor and evaluate the setting well. They have an accurate understanding of the setting's strengths and there are clear and realistic plans for further development in order to better all outcomes for children.

What steps need to be taken to improve provision further?

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

- improve further procedures to prevent the spread of infection with specific regard to the sleeping of children
- improve further the two way flow of information with other settings with specific regard to children's individual learning priorities
- develop further the observation and assessment system, to take into account children's achievements as they enter the setting, towards all the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have a secure knowledge of child protection issues and have developed a well-written safeguarding policy. All adults are confident about their responsibility to protect children from harm and neglect. Robust recruitment and vetting procedures are in place to ensure that children receive care from staff who have undergone the required suitability checks. All staff are enthusiastic, well-motivated and are continually updating their knowledge and understanding through regular training and purposeful supervision. The setting implements clear procedures and policies, which are regularly reviewed and clearly understood by the staff team and parents. The setting is vigilant about safety issues. All aspects of the setting and outings in the community are subject to comprehensive risk assessments. This ensures children learn in a safe environment without restricting their development. The setting implements effective self-evaluation systems which include seeking the views of parents and staff. The manager and staff have a very clear vision for the future development of the playgroup. Identified targets include enhancing the outdoor play area to encourage further children's exploration and investigation and staff attending well-being and involvement training.

Children's individual needs are well known because an effective key person system is in operation. Strong links are maintained with children's families which develops a very good sense of belonging for all. For instance, parents are provided with an 'All about me' sheet with regards their child's key person and they are encouraged to access the playgroup's online forum on the worldwide web. On the website, they can obtain the most up-to-date policies and planned events. In addition, they are also provided with a weekly newsletter and regular emails. Parents are encouraged to share their views about the setting. They feel they benefit from emails they receive every Monday morning, informing them of planned events for the week and snacks their children will be provided with. They comment on the fun learning environment which is well run. Older children benefit from close links fostered with the local primary school and enjoy opportunities to visit the school regularly and meet their future teachers. However, for children who currently attend other Early Years Foundation Stage provisions, communication is not fully focused on their learning priorities.

The pre-school provides a warm and welcoming environment which fosters children's sense of well-being. Staff use the space available very well and children enjoy freely accessing bright, well cared for play areas both indoors and outdoors. Playrooms are colour coded and promote all areas of learning. Children are encouraged to make good choices and decisions about their play by accessing a wide range of good quality resources which are stored and displayed very well. Resources promote positive images of diversity and children have good opportunities to learn about similarities and differences between themselves and others. Staff ensure all children are included and help to ensure children are learning to respect and care for one another. Children with special educational needs and/or disabilities have their needs met well. Staff work closely with other professionals and employ additional support staff when required.

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

Children benefit from a safe and secure environment which helps them to develop warm and caring relationships. Children demonstrate they feel safe as they confidently negotiate their way around the setting and include unfamiliar adults in their play. Children are learning to keep themselves safe through well-planned discussions which take place in small key groups and helps them learn to respect themselves and others. Children learn very well the importance of good personal hygiene habits. They benefit from healthy and nutritious snacks which include fresh fruit and packed lunches provided by their parents which are stored appropriately by the setting. Most hygiene practices across the provision help to minimise the risk of spreading infection. However, children are not provided with their own individual linen when needing a sleep or nap, which may compromise their health. Children behave very well. They receive high levels of attention and are engaged in interesting activities. They are learning to share, take turns and respect the needs of others, thus, supporting the development of skills they will need for the future.

Children are enthusiastic learners and are interested and motivated in a good balance of stimulating activities initiated by adults and play initiated by themselves. Staff make good use of observations to assess the good progress all children make towards all the early learning goals and identify their learning priorities. This information is recorded well in children's 'Busy Books'. However, the assessment system does not identify what children can do in all areas of learning as they enter the setting. In addition, each child also compiles a 'Life story pictures book'. This details photographs of themselves, their key person, family members, and pets. They are encouraged to share this book with members of their key group in a safe and caring atmosphere which develops their good self-esteem and sense of belonging.

Children thoroughly enjoy accessing the outdoor area throughout the day where they develop skills within all areas of learning. For instance, they enjoy painting at a table in the shade and proudly display their work on the garden wall. Children develop their physical skills and use their imagination well as they build structures using items, such as, empty crates, planks of wood and house bricks. They confidently use language for thinking as they inform the inspector that they are making a castle. Children develop their communication skills further with the aid of Makaton signs. This enables all children to make good choices and make their needs known. Children use all of their senses as they explore media, such as, shredded plastic and water which they happily share with others.

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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