

Kings Stanley Playgroup

Inspection report for early years provision

Unique reference number	101487
Inspection date	28/01/2009
Inspector	Hilary Elizabeth Tierney
Setting address	Kings Stanley Village Hall, Marling Close, Kings Stanley, Glos, GL10 3JA
Telephone number	01453 828977
Email	
Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kings Stanley Playgroup opened in 1989 and operates from Kings Stanley village hall in the centre of the village. The after school club opened in 2006 operating from the same premises. Children have access to an outside play area. Children come from the surrounding areas. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children may attend the playgroup at any one time. The play group is open Monday, Wednesday and Friday from 09.15 until 12.15, on Tuesdays the group opens from 09.15 until 12.45 so that children are able to have lunch during term times. The playgroup currently have 33 children aged from two-years-nine-months to under five years on roll. The group has children in receipt of free early education. The after school club is open days a week from 07.45 until 09.00 and from 15.15 until 17.30 during term times. They currently have 81 children on roll in the early years age group and 39 children over eight years old.

The playgroup employ four members of staff. Of these, three hold appropriate early years qualifications. The after school club employ five staff, two of whom also work in the playgroup. Of these, two are qualified, one is working towards a play worker qualification at level 2 and one is working towards a Teaching Assistant qualification. Partnership arrangements with other early years settings are with the nearby school, nursery and another local play group in the next village.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The key person system works effectively and all staff recognise that each child is unique and treat them as individuals. Children are developing well in all areas of learning through the suitable, interesting range of activities that the staff provide. A good partnership with parents has developed and detailed information is shared regularly with them. Although a formal self-evaluation has not been completed, staff are committed to improvement and realise where their areas for improvement are.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and planning so that all adults are informed and all children's needs are met
- organise snack times so that all children do not have to stand or sit and wait, and so that a pleasant learning experience is provided
- ensure the visitors' book contains all appropriate information is requested, such as purpose of visit

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct and keep a record of risk assessments, that identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

07/02/2009

The leadership and management of the early years provision

Staff work well as a team and the effective use of the key person system means that they know children in their care very well and endeavour to meet their individual needs. There is a suitable balance between adult-led and child-led activities and children are able to move around the room and select activities they would like to play with. Space in the setting is used effectively, with certain areas for role play, book corner, physical play, craft activities and activities on the floor. Supervision of the children is good because of the good adult to child ratio. Although the staff are beginning to increase their awareness of the Early Years Foundation Stage, they have not yet fully linked the observations, assessments and planning of activities. This means that staff can not easily identify where children need extra support or extension in their learning and development.

Suitable procedures for recruitment, induction and ensuring staff are suitably checked are in place. The committee are supportive of the staff and regular meetings between them ensure satisfactory communication. Policies and procedures are in place and have been recently updated to ensure they comply with recent changes. Staff are very clear in their awareness of how to safeguard children. However, they have not completed risk assessments for both the playgroup and after school club to help them identify and reduce hazards to children. Although a visitors' book is kept and times of attendance are recorded, their purpose of the visit is not. Clear routines ensure children's good health is promoted and steps are taken to prevent the spread of infection. For example, children are encouraged to wash their hands before snack times.

Parents spoken to are very happy with the care provided. They commented on how the information they get is detailed and tells them how their child has been. Parents feel involved in the group and are able to speak to staff at any time. Daily information is shared both verbally and written. A summary of what children have done during the session is noted on a notice board which is displayed clearly in the entrance hall.

The quality and standards of the early years provision

Children are welcomed into a friendly environment where they are made to feel special. Staff greet children individually as they enter the room. Staff are good role models and work effectively as a team to help children learn, develop and grow in their confidence. Children progress in all areas of learning and development well. They are active learners, make friends and interact well with each other and the staff as they play. A good balanced range of resources are easily accessible for

children during the sessions. Children have regular access to fresh air and exercise with regular time in the nearby school playground. Children enjoy running, jumping, riding bikes and playing games such as 'farmers in his den' with staff.

Children are developing a good understanding about numbers, shapes and patterns through activities provided by the staff. For example, children were seen drawing shapes and being able to identify the shapes well. Children were observed having great fun experimenting in textures, with trays of rice. They enjoyed weighing and pouring the rice on to scales and back into trays, they had large and small spoons to use with the rice. A group of children were observed having great fun pretending to make cakes with the rice and cook them. Another group of children enjoyed mixing the rice with glue and feeling the texture and seeing how it stuck to their hands. Children have easy access to books and enjoy looking at them alone and as a group. Good interactions between staff and children encourages development in their language skills.

Children are beginning to learn about healthy eating and have plenty of fruit offered at snack time. However, during snack time with the younger group of children staff appear disorganised which means that children stand in a queue waiting to wash their hands, then sit and wait for their snacks with little input from staff. This means that some children become bored. During the older children's session the snack routine is different and more organised, children are encouraged to pour their own drinks and give out plates and cups to each other.

Children who attend the after school club are supported well in their play and feel happy and secure in the building. They are encouraged to make choices and decisions for themselves as they play. They are able to select their own snacks and drinks and the older children were observed helping the younger children. They enjoy role play, access to fresh air and exercise and craft activities where they are able to design their own creations.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 07/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 07/02/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.