

Stratton Playgroup

Inspection report for early years provision

Unique reference number 102959
Inspection date 10/12/2008
Inspector Ron Hall

Setting address New Road, Stratton, Bude, Cornwall, EX23 9AP

Telephone number 01288 356135
Email strattonplaygroup@hotmail.co.uk
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).

Description of the setting

Stratton Playgroup opened in 1983 and is registered on the Early Years Register. The playgroup occupies its own premises, which are in the grounds of the local primary school in Stratton in Cornwall. A maximum of 20 children may attend the pre-school at any one time. The playgroup is open each weekday morning from 09:00 to 12:00. There is a lunch club on a Monday, Wednesday and Friday from 12:00 to 12:45 and a toddler session on Thursday afternoon from 13:30 to 15:30. All children share access to a secure enclosed outdoor play area. The playgroup is able to support children with learning difficulties and/or disabilities. There are currently 24 children on roll. 18 children receive funding for early education.

The playgroup employs four members of staff, three of whom hold appropriate early years qualifications. The provision is fully inclusive and has good access for children with disabilities.

Overall effectiveness of the early years provision

Stratton Playgroup provides a caring and supportive environment for the children in its care. Relationships between the staff and children are excellent and the children are happy and feel safe at all times. There is a good curriculum that meets the needs of all the children individually and complies with both the Every Child Matters agenda and the Early Years Foundation Stage curriculum. The provision ensures all safeguarding and recruitment procedures are fully in place and operational.

What steps need to be taken to improve provision further?

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

- strengthen the accuracy of the baseline assessments
- improve the outdoor provision area to ensure it can encompass all aspects of the children's learning

The leadership and management of the early years provision

The leadership and management of the provision are good. The leader and the staff have made changes in the planning, assessment and recording procedures, which have had a positive impact on the children's progress and learning. Progress of the children is carefully monitored and planning amended accordingly to ensure that activities match the needs of the children. The management committee regularly evaluates the provision and reports back to the staff. Suggested changes are then carefully monitored. The leader also checks the quality of teaching and learning on a weekly basis and ensures necessary improvements are carried out. Both the management committee and leader use the monitoring processes to assess the training needs of all staff so that they can provide appropriate

opportunities for professional development.

Thorough self-evaluation gives the leadership has a clear understanding of the children's abilities and progress. The data provided show that children generally enter the provision with the skills expected for their age but leave with skills a little above expected age-related levels. Leadership and management do, however, recognise the need for a more accurate baseline assessment.

There are good links with other agencies and with the school on whose site the playgroup is situated. The provision uses these links very effectively to meet the particular needs of children with learning difficulties and/or disabilities as quickly as possible. The playgroup also utilises a range of school and external expertise to help continually improve all aspects of the provision.

Staff hold suitable qualifications and there is always at least one paediatric first aid trained member of staff on site. All adults are suitably aware of child protection and safeguarding procedures and the children's safety and welfare are high priorities in all aspects of their work.

Resources are in good condition and suit all ages and abilities. Staff deploy resources well, matching the needs of the activities and children to ensure the highest levels of teaching and learning.

Strong links with parents ensure they have a good knowledge and understanding of the provision and its procedures. They are fully supportive and aware of accident and emergency procedures and how to make formal complaints. One parent stated, 'It is fantastic. My child loves it here, she was not happy at other places I tried but here she has really come out of herself.'

The quality and standards of the early years provision

The quality and standards of the early years provision are good and children make good progress, leaving the provision with skills above those expected for their ages. The provision caters for the children's welfare and health needs effectively, ensuring children fully understand how to stay safe and healthy. All required logs and registers are fully completed and fire practices are well documented.

The children are confident and independent learners and clearly enjoy all the activities on offer. Adults enhance and extend children's learning through careful and well structured questioning and discussion. Teaching and learning are at least good at all times, due to the careful planning and assessment that ensure individualised learning. The curriculum is well matched to the children's needs and interests and resources are selected to ensure the best possible outcomes.

Children enjoy the outdoor learning area and the range of large play equipment available. They participate in physical activity happily and demonstrate good imaginative skills to enhance their play. Playgroup leaders recognise that the outdoor area is too small and has plans to address this in the building project that is due to take place in 2009.

The children demonstrate good social skills and are very polite. They co-operate well together and enjoy being in each other's company. The relationships between the children and staff are excellent and the children enter the provision keen and eager learn.

Effective induction arrangements help children to settle quickly and happily when they join the playgroup. There are also good systems for supporting children when they move on to school or other settings.

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?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

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?	2
How well are children helped to stay safe?	2
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?	2

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 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

There have been no complaints made to Ofsted since the last inspection.

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.