

Stanton Parents and Under Five's

Inspection report for early years provision

Unique reference number	251665
Inspection date	06/10/2008
Inspector	Anne Wesley
Setting address	Old School Building, Bury Lane, Stanton, Bury St. Edmunds, Suffolk, IP31 2DE
Telephone number	01359 251909
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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

Stanton Parents and Under Fives opened in 1970. It operates from the old school building in Stanton, a large village situated a few miles outside Bury St Edmunds. Children use a large playroom and have access to an enclosed outdoor play area. The primary school and local authority nursery are adjacent to the premises. Stanton Parents and under Fives serves the local area.

The group opens five days a week during school term time. Sessions are between the hours of 09.00 and 11.30 and in the afternoons between 12.45 and 15.15, with an optional lunch club between the sessions. All members of staff have appropriate qualifications. One of whom is currently at studying for Level 3. The play leader and one assistant have started to study for an Early Years degree.

The setting is registered to provide care on the Early Years Register for 23 children aged under five years and there are currently 63 children on roll. This includes children who receive funding for early education. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

This is a good setting where all children are included, welcomed and make good progress towards the goals expected for their age. Children are extremely safe and secure at all times and enjoy learning. There is a wide range of activities, with an appropriate balance of those that are led by an adult and those that the children choose for themselves. Records of the children's progress are kept but do not state the next steps they should take to make further progress. The large open space indoors and the well-equipped outside area are used fully to provide interesting activities in all areas of learning. The view of parents and carers is very positive, and the partnership with them and the links with the adjacent nursery class of the school ensure that both the welfare needs and the learning needs of the children are met well. A start has been made on self evaluation but this is at an early stage of development.

What steps need to be taken to improve provision further?

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

- continue to use and develop the new assessment scheme so that the children's next steps in their learning are clearly based on the early learning goals, the national goals for children's learning
- use the Early Years self-evaluation form with staff, committee members and parents so that all stakeholders are involved in the setting's continuous improvement

The leadership and management of the early years provision

The play group is well led and managed. Staff have specific roles and responsibilities within the group and consequently children know who to go to. Parents are happy that their child has a key person who assesses their learning and progress. Children's welfare is given a high priority. Extreme care is taken by staff to ensure that children are kept safe at all times.

Current requirements for safeguarding children are fully met and all adults have completed the appropriate checks. All the adults in the setting are undertaking further training, including two, who are studying for degrees in Early Years Education. This means that their skills are being continually updated and has resulted in the children making good progress. Photographs and notes of observations are made to record the children's progress. Key workers use their assessments of children's needs to inform the following week's planning. This has added to the children's interest in planned activities, ensured that they are all included and further promoted their progress. These assessments however are not linked firmly enough to the early learning goals. Parents comment that they are well informed about their children's progress and that staff are particularly helpful when they want to discuss any concerns they might have. Recently the committee hosted a range of parents' information evenings. These were well attended and appreciated by parents. The manager of the setting is constantly looking for ways to improve the provision and has begun some self evaluation, as yet however work in this area is limited. The drive to improve is shared by all staff and means that there is a good capacity to improve further.

The quality and standards of the early years provision

Children are happy and confident to come into this setting demonstrating how extremely safe they feel. They know about healthy eating and that their play outside helps them "to keep fit". They have regular talks about 'Stranger Danger', road safety and safe places to play. All areas of learning are covered so that children learn the skills that they will need for the next stage in their learning. They enjoy their time in playgroup and make good progress because there are many interesting activities for them to experience. These are often tailored to their specific needs. Each session begins with adult-led activities which children may choose from; they are quickly engaged in learning. As children are encouraged to make their own choices from the activities and resources offered children become confident and self-motivated. The activities give plenty of opportunity for children to talk together and with adults, so that their language skills are well promoted.

Adults are good role models and children know they will be listened to and so they listen well to each other. The role play area also encourages good conversations. There are many opportunities for children to count and explore mathematical ideas. Children also have good opportunities to investigate creative materials such as paint, stamps and pens as well as a variety of coloured and shaped paper. The creative activities help to promote children's skills in cutting and pencil control. Children's physical development takes place mostly in the outdoor area which is well

equipped and used whenever possible. Particular attention is paid to promoting children's personal development so that they relate well to both adults and other children. Behaviour is good and the children happily engage in all the interesting experiences provided. They are expected to take some responsibility and respond well when requested to clear up or help in organising resources.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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.