

Easton-on-the-Hill Playgroup

Inspection report for early years provision

Unique reference number	220297
Inspection date	22/11/2010
Inspector	Sarah Warboys

Setting address	New Road, Easton on the Hill, Stamford, Lincolnshire, PE9 3NN
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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

Easton-on-the-Hill Playgroup has been registered since 1992. It operates from a building within the grounds of Easton Garford Endowed Church of England School in Easton-on-the-Hill in Lincolnshire. There is a fully enclosed outdoor area attached to the premises.

The setting is open Mondays, Tuesdays, Thursdays and Fridays from 9am to 12 noon and 9am to 3pm on Wednesdays, term-time only. Children attend for a variety of the sessions on offer. The setting is registered to care for a maximum of 20 children aged from two to five years at any one time. There are currently 19 children on roll, including 12 funded children.

The setting is registered by Ofsted on the Early Years Register. Five staff work with the children, four of whom hold a minimum level 3 childcare qualification and one a level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the setting and make good progress because the staff meet the needs of all children very well. The setting is very inclusive and staff often encourage children to make choices about their own learning. Children are well-cared for and valued because engagement with parents and carers and partnerships with other agencies are outstanding. Policies and procedures are extremely thorough and relevant and are implemented thoroughly to promote and safeguard children's welfare. The staff and committee work extremely well together and have a good understanding of the setting's strengths and areas for development. They are constantly reflective of their practice and have good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend further the opportunities for children to be involved in making decisions about their own learning.

The effectiveness of leadership and management of the early years provision

Safeguarding and child protection procedures are outstanding. Robust staff recruitment and vetting procedures are in place, to check the suitability of staff and adults working with children. Staff have an excellent awareness of safeguarding and child protection issues and regularly receive up-to-date, relevant training. The site is secure, all visitors are asked to sign in and their identities are

checked. Policies, procedures and risk assessments are comprehensive, which means that all adults who care for children clearly understand their roles and responsibilities to keep children safe. The setting is purpose built, has a fully enclosed outdoor veranda and grassed area, which is currently under construction following the recent move to the new premises. A wide range of accessible, good quality resources, are used effectively by staff and children.

The setting has an exceedingly positive relationship with parents and carers, who highly value the efforts of the staff in meeting their child's individual needs. Parents and carers are welcomed into the setting at any time and very much appreciate the regular exchange of information, support and advice about their children's learning, development and well-being. The setting's engagement with parents and carers is wide-reaching. They make a strong contribution to the setting because their opinions are consistently sought and taken into account by the committee and staff. They are highly involved in the children's learning profile folders. As a result, they feel thoroughly involved in the decision-making process about their children's development.

Leaders have an accurate picture of what the setting does well and are focused on areas of development to improve outcomes for children. For example, as a result of analysis of the children's achievements, staff have developed increased opportunities for them to experience and use information technology in their play. All staff are reflective, enthusiastic and fully committed to continuous improvement. Their drive and ambition have successfully met the recommendations made in the previous inspection report, and this has had a positive impact on the children's experiences at the setting.

Highly effective partnerships with other agencies make a significant contribution to meeting the needs of all of the children. The promotion of equality and diversity is fundamental to the work of the setting. All children, whatever their needs or backgrounds, are equally valued, included and extremely well-catered for. The committee and staff work very successfully in partnership with the neighbouring school and other community groups.

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

Adults provide good role models and exhibit good quality interactions with all children. Their good knowledge of how children learn and develop, their attention to keeping children safe and their understanding of the Early Years Foundation Stage clearly promote children's learning, development and well-being. Positive relationships between adults and children of all ages are visibly evident and this contributes well to children's learning and well-being.

The children choose freely from a wide range of interesting activities which help them to develop their skills towards achieving the early learning goals. Children's behaviour is good and this is positively acknowledged and celebrated by adults. Children from different backgrounds play and work together well. Most children show that they can play on their own with sustained concentration. They move

freely between indoor and outdoor areas and are well supervised at all times.

The indoor and outdoor areas provide children with good opportunities to develop their skills across all areas of learning. There are good quality resources on display which enrich the learning environment. Outside, children develop their physical skills by throwing and kicking balls and bean bags through hoops, whilst being encouraged and challenged by adults. Children search for buried treasure in the sand and prepare meals for dinosaurs. They develop their speech and language skills whilst playing with their friends, dressing up, and engaging in role play. Indoors, children enjoy books, complete puzzles and build the tallest tower they can using construction bricks. They practise early writing skills through a variety of mark-making activities. Children of all ages and abilities listen and respond positively to stories, number rhymes and action songs.

Children have an excellent awareness of keeping safe and healthy because they readily join in with hand washing routines and can explain why they do so. Water is freely available. Children prepare and eat healthy snacks, and take responsibility for clearing away. They are active in the outdoor areas and very knowledgeable about wearing the appropriate clothing for the weather conditions outside. Children show that they feel extremely safe and secure because they are happy and confident in exploring their surroundings. Children benefit from a range of enrichment opportunities, including visits from the local police where they learn about 'stranger danger' and road safety, joint activities with the school and visits to the local church. Festivals and celebrations, such as Harvest, Christmas, Diwali, Halloween and American Independence Day, enhance their experiences and give them an excellent understanding of equality and diversity.

Activities are well planned, based on thorough observations and assessments of children's interests and well-matched to individual needs. Consequently, all children make at least good progress across all areas of learning from their starting points. However, children have more limited opportunities to make decisions about their learning, which means that they are not always encouraged to reflect on what they have achieved and this stops them from making even better progress. Overall, children achieve well and are well prepared for their next stage of learning in this warm, welcoming and fully inclusive setting.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
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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