

Rosebery Avenue Community Playgroup

Inspection report for early years provision

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Inspector	Carly Mooney
Setting address	Boston West Children's Centre, Sussex Avenue, Boston, Lincs, PE21 7QG
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Type of setting	Childcare - Non-Domestic

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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*.

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.

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Description of the setting

Rosebery Avenue Community Play group was registered in 1979 but has been operating from the current premises since 2001. It operates from Boston West children's centre in Boston, Lincolnshire. The play group serves the local area and has strong links with the school. The play group is part of a Children's Centre. The play group is accessible to all children and there is a fully enclosed area available for outdoor play.

The play group opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45am and from 11.45am until 2.45pm Monday to Thursday. The play group opens 8.45am to 11.45am only on Fridays. Children are able to attend for a variety of sessions. The play group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend at any one time all of whom may be on the Early Years Register. There are currently 55 children attending who are within the Early Years Foundation Stage. The play group provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The play group employs eight members of child care staff. Of these, all hold appropriate early years qualifications. The play group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident within the setting and are well provided for by caring and attentive staff, who value each child as individuals. Children enjoy a broad variety of interesting play and learning experiences, which enables them to make good progress in their learning. Skills in observing and assessing children's development are continually developing. Relationships with parents are effective in meeting children's individual needs and staff identify clear targets for further development through their effective process of self-evaluation.

What steps need to be taken to improve provision further?

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

- enhance the use of children's next steps in planning and assessment to show how and when next steps identified have been met and ensure planning reflects individual learning needs for younger children
- increase opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable regarding child protection issues and attend regular training to ensure they are up-to-date with the most recent information. Clear recruitment, vetting and induction procedures are in place to ensure the suitability of the staff team and any students or volunteers. Children are well protected from the risk of harm, as staff are vigilant at all times and deployed effectively around the setting to keep children safe. A thorough record of risk assessments is maintained to ensure children can play in a safe and secure environment. Further daily checks of the premises ensure any new hazards can be quickly identified and minimised. Comprehensive details are obtained about each child to support their welfare and signed consents are obtained to ensure children are cared for according to their parents' wishes. A range of suitable policies and procedures are in place and support the good practice at the setting.

Children are cared for in a warm and welcoming setting, where space and resources are organised effectively to meet their needs. Children are able to independently access resources from low-level storage and freely access the outdoor area through the majority of the day. The layout of the room and choice of activities suitably address the differing needs of the children regarding age and ability. Staff address the needs of the children well due to their thorough knowledge of all children and their families. There is strong support for children with additional needs from all staff, overseen by a dedicated special needs co-ordinator. Children who speak English as an additional language attend the setting. However, opportunities to see and hear their home language within the setting are limited.

Positive relationships with all parents are in place and staff work closely with them to meet children's needs. Parents are kept well informed of general information through discussions with the staff, notice boards and newsletters. Parents feedback is invited through regular questionnaires and suggestions acted upon. For example, providing parents with more regular information about their child's development. Parents are happy with the care provided and comment favourably about the strong bond a child has with their key worker. Strong relationships have formed with the local school and children attend a number of events to ease their own transition. Information is shared with other providers to ensure effective continuity and progression of children's development when they attend both settings.

The manager and deputy work closely together and have ensured that the recommendations from the last inspection have been implemented. Therefore, as a result outcomes for children have improved. The setting is monitored and evaluated through an effective system of self-assessment, which promotes continuous improvement. Staff show a positive commitment to improving their knowledge through professional training and value the support given by the local authority.

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

Children demonstrate through their play that they are happy and enjoy their time in the setting. They feel secure because close relationships have formed with staff who are kind and caring. Children are supported well in their chosen activities and are developing good self-esteem because staff are attentive and interested in what they have to say. Staff are clear in their knowledge of the Early Years Foundation Stage which is delivered effectively through a range of adult-led and child-initiated activities and experiences. Daily key worker groups ensure older children have opportunities to meet individual learning needs, although this is not always the case with younger children. Staff have worked hard to ensure learning journeys provide a good record of children's time at the setting and that meaningful next steps are identified as part of the planning and assessment process. However, current evidence does not always show how and when next steps identified have been met.

Children are very confident within the setting and are happy to approach staff when needed. They are constantly busy and occupied which results in good behaviour. They receive lots of praise and encouragement from staff and are learning valuable skills in sharing and turn taking. For example, a child happily invites another child to share her piece of paper so they can paint together. Children are gaining a variety of independent skills and developing a good sense of belonging. They put on their own coats for outdoor play and pour their own drinks at snack. Photographs of the children and examples of their work are attractively displayed.

Children enjoy construction both on a large and small scale. They carefully follow instructions when building objects with the cogs and rods and manoeuvre the crates outside to walk along. Role play situations are based on children's interests and support other areas of learning. For example, children 'write' prescriptions and take phone calls at the doctor's surgery. They take great pleasure in bandaging adults and giving injections to make them better. Books are readily available and children enjoy snuggling on an adults lap to hear a story in the sunshine outside. Counting and problem solving is introduced naturally in activities, such as, snack time as children count the number of cups and bowls needed for the children present. Children have regular opportunities to explore a broad variety of media and textures, such as, play dough, sand and paint. They show curiosity as they tip up their buckets outside and watch as the water runs away, repeating this over and over. Children spend quality time in the fresh air and develop their physical skills on a range of equipment.

Children's welfare is effectively promoted. Staff are trained in first aid and are well informed about children's medical or dietary needs. Children learn about healthy eating through the range of balanced and nutritious snacks provided and activities, such as, growing pumpkins and lettuce. Children are cared for in a clean environment and are encouraged to maintain their own personal hygiene. Participating in routine activities, such as, fire drills means that children are generally aware of how to keep themselves safe. Children demonstrate through

their actions that they feel safe and secure in the 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	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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Annex B: the Childcare Register

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