



Withycombe Raleigh Playgroup

Inspection report for early years provision

Unique Reference Number	106069
Inspection date	09 March 2007
Inspector	Sally Hall
Setting Address	Parish Church Hall, Withycombe Village Road, EXMOUTH, Devon, EX8 3AE
Telephone number	01395 273626
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Registered person	Withycombe Raleigh Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Withycombe Raleigh Playgroup is run by a committee of elected parents. It has been established since 1965 and operates from the parish church hall in Withycombe Raleigh, Exmouth. Most activities take place in the large hall and smaller, adjacent room. They also have access to toilet facilities, a kitchen, and an enclosed outdoor play area.

The playgroup is open from 9:15 to 11:45 am on Mondays to Fridays, during term-time only. There is a lunch club between 11:45 am and 12:45 pm on Tuesdays and Fridays. There are currently 46 children on roll, 43 of whom are in receipt of funding. The group supports children with learning difficulties and/or disabilities and can support children with English as an additional language.

There are nine members of staff working with the children, seven of whom hold a relevant early years qualification. The group is a member of the Pre-School Learning Alliance, through whom they access training and support. They are also supported by the Early Years Advisory Teacher and Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children play in a clean setting. Their awareness to the importance of good hygiene is supported well. They are able to be independent with toileting and, overall, know the importance to wash their hands before meals and after toileting. Staff are vigilant whilst encouraging children to be independent and will give gentle reminders particularly for new children to the setting. However, when children are washing hands before snack time it has an impact on their being settled due to the length of time taken with children queuing for the sink. Children are cared for appropriately in the event of an accident as staff have valid first aid certificates. They are vigilant in recording accidents and ensuring these are countersigned by parents.

Children have healthy snacks provided and bring a packed lunch. They are able to help themselves to drinking water. Children learn to pour their own drinks at snack time and good social skills are encouraged. Children enjoy fresh air each day. They have an enclosed garden to play in during fine weather and a tarmac area made secure for use at all times. Children have use of outside equipment to promote their physical development and enjoy games, for example, with the parachute. Children are taken on local walks and develop their small muscles, for example, by manipulating play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have use of a large hall giving them plenty of space to play and a secure garden and concrete area outside. They are supervised well at all times and safe due to the sensible precautions taken by staff and their clear understanding of all safety issues. For example, regular risk assessments are conducted and daily checks are made of the hall. Good procedures are in place to ensure children's safe arrival and departure. Daily attendance is clearly recorded and a visitor's book is maintained.

Children have a good range of toys and resources to choose from, which are appropriate for their ages and set up well in the hall to be easily accessible. They have free choice of creative materials and structured play and plenty of space to move easily between all the equipment set up. The equipment is checked regularly to ensure it is safe.

Children are further protected by the staff's secure knowledge of how to deal with child protection. They are clear of the procedure to follow in the event of a concern. They have a policy and information to refer to should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and eager on arrival to start to play and meet up with their friends. They relate well to each other, have a good rapport with all the staff and have the support of a keyworker giving them a sense of security. They have a good range of well-planned activities and toys and resources to select giving them a range of play opportunities and new experiences.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals in all areas of learning. Children are keen to learn and concentrate well. Staff have a good understanding of the Foundation Stage and support children in their learning. Children have time in the stepping stones room being able to learn in small groups. Children are keen to express themselves and listen well to stories. They select books and handle them appropriately. They recognise letters at circle time and their names at snack time. They enjoy planned activities and are encouraged to use their own ideas, for example, with junk modelling. They have access to mark making materials, however, they are not made available for them to routinely select in their free play. For example, to support their role-play. Children enjoy role-play, which is varied to give variety, for example, set up as shop and then changed the following day to puppets. They learn about their local community and the wider world, for example, through stories and planned themes. They learn concepts with floating and sinking and explore with magnifying glasses. Children have opportunities to grow items in the garden during the summer, for example, Sunflowers, and vegetables. Children have a keyworker who makes observations, plans targets for their children, and monitors their progress along the stepping stones. However, at times some children are not sufficiently challenged to extend on what they already know and can do easily. Children play well together and are keen to help each other, for example, when building the brio train set. Children count at snack time, when lining up to go outside to play and in action songs. They have a varied range of play opportunities and new experiences to provide variety.

Helping children make a positive contribution

The provision is good.

Children are happy and relate well to each other. They are thoughtful and caring and show concern for each other. For example, when a child fell during outside play. They receive plenty of praise and encouragement and reassurance. For example, when asking what time mum will be back, enabling the child to settle back into the morning and feel secure. Their spiritual, social, moral, and cultural development is fostered.

Children behave well, they listen well to instructions and learn to share and take turns. Staff have a good understanding of dealing with behaviour management and promoting positive behaviour. They have a consistent approach and clear expectations of what they expect from the children. Children are reminded at circle time of the importance of good behaviour. For example, to be kind to each other, and to share.

Children with learning difficulties and/or disabilities are supported well. However, staff have different levels of knowledge and experience of supporting these children. They liaise with outside agencies and ensure there is a good exchange of information with parents ensuring consistency of care. Parents value the support given to their child and are confident to seek advice and know that staff will respond appropriately and ensure confidentiality is maintained.

Partnership with parents is good. Children have a home visit prior to starting and good information is shared with parents to ensure they are fully informed of how the sessions are planned and they have a prospectus. Parents are warmly welcomed on arrival and information is shared daily on how their child has been. Parents help on a rota basis and feel valued by the staff. Parents have regular newsletters. Staff are aware of the importance to record complaints and deal with any concern appropriately. Parents whose children are in receipt of funding are able to attend parents' evenings and see their child's assessments. This keeps them well informed of their child's progress.

Organisation

The organisation is good.

Children are cared for by qualified and confident staff who are clear of their roles. Overall, the daily organisation of the sessions is very well organised. The room is set up well in readiness for the children and the session planned well to give a very good range of play opportunities. However, the organisation of the snack time and the delay between the children washing their hands and snack being ready has an impact on the smooth running of what is otherwise a well-run and organised morning. Policies and procedures are all in place to meet the standards and the regulations and staff are aware of their content. Children's documentation is well recorded to support them and regularly reviewed.

Leadership and management is good. The group are run by a voluntary committee. The staff take responsibility for the daily running. They meet regularly to plan sessions and use the Foundation Stage curriculum to support their planning and to refer to when making their assessments on the children. Daily planning is available for staff to easily refer to and regular assessments of the children's progress are maintained and used to support planning. There are induction procedures for new staff and staff appraisals are completed

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, a recommendation was made to review the complaints policy making it clear to parents how they can make a complaint and to amend the child protection policy to include the procedure to be followed in the event of an allegation being made against a member of staff. The policies have been amended to ensure the procedures to be followed are clear for parents and staff.

There were also recommendations to improve the nursery education by ensuring how assessments show children are making progress through the stepping stones towards the early learning goals and that planned activities for children build on what children already know and provide

challenge. Providing sufficient challenge for all children is still an area for further improvement. However, overall good progress has been made. The assessments have been reviewed and targets are set for children clearly showing children's individual progress.

Complaints since the last inspection

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

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff have sufficient knowledge to support children with learning difficulties and/or disabilities.
- review organisation of snack time.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to make marks for a variety of purposes.
- ensure all children receive sufficient challenge.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk