

Shelswell and Fringford Playgroup

Inspection report for early years provision

Unique reference number	EY254216
Inspection date	13/10/2008
Inspector	Cordalee Harrison
Setting address	C/O Fringford Primary School, The Green, Fringford, Oxfordshire, OX27 8DY
Telephone number	01869 278687
Email	
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).

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.

Description of the setting

Shelswell and Fringford Playgroup opened over 20 years ago. The playgroup is registered on the Early Years and both the Compulsory and Voluntary parts of the Childcare register. It operates from within a semi-permanent building in the grounds of Fringford Primary School in the village of Fringford in Oxfordshire. A committee of volunteers manages the playgroup. The premises is comprised of a main hall, a kitchen and washing and toilet facilities. There is a securely fenced outdoor area for children's outdoor activities. There is wheelchair access to the playgroup and it serves children from the local and surrounding areas.

The playgroup is registered for 24 children aged two to under five years at any one time. There are currently 46 children aged from two to under five years on roll, of these, 25 children receive funding for nursery education. Children attend on a full and part-time basis. The group opens five days a week during school term times from 09.15 to 15.00. Sessions are from 09.15 until 11.45 and 12.30 to 15.00 with some older children staying for lunch.

The setting employs seven members of staff who work directly with the children. Of these, four staff have early years qualifications to National Vocational Qualification (NVQ) level 2 or 3 and a member of staff is currently on a training course. The manager is a qualified primary school teacher.

Overall effectiveness of the early years provision

The playgroup promotes children's learning and development and safeguards their welfare to a high standard. The setting plans well for inclusion; they work closely with parents, identify individual children's knowledge and interests, and use the information to inform activity plans. All children and their parents feel welcome and valued, because of the successful working partnership and positive attitudes towards them. Good systems, such as, an effective self-assessment, policies, and procedures that are relevant to the setting are in place; this helps the setting to achieve continuous improvement.

What steps need to be taken to improve provision further?

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

- improve children's achievement records to identify and plan for the next step in their learning and development
- continue to develop a procedure for working in partnership with other settings
- improve the self-assessment to identify clear targets for weaknesses to be addressed.

The leadership and management of the early years provision

The playgroup's leadership and management team is strong; they engage fully in all aspects of the setting's activities. This ensures that children's learning, development and welfare needs are a high priority. The setting's self-evaluation aptly reflects its performance; but it is not comprehensive. It recognises the setting's strengths and weaknesses; however, dates for improvement are not identified. The leadership team and the staff are knowledgeable about the Early Years Foundation Stage and implement it to good effect for the benefit of all the children. This enables the setting to achieve good outcome judgements in all areas of its activities. Effective partnership with parents involves them in all levels of the playgroup's activities and decision making for the promotion and development of their children's learning and welfare.

Policies and procedures that are up to date and relevant to the setting ensure that all regulatory requirements to safeguard children and promote their welfare are in place. These documents provide good quality information and guidance for staff, parents and volunteers. Staff and volunteers are clear about their roles and responsibilities in the setting and their views are used to inform policy reviews and to develop the self-evaluation. The setting maintains information about other provisions that children attend. However, there is no coherent system for partnership work with these providers. A robust recruitment procedure and clear policies ensure that all staff are properly vetted and that children are only alone with suitable people. In addition, staff have good understanding of child protection issues and the lines of communication to deal with any cause for concern about children's welfare.

The quality and standards of the early years provision

The atmosphere in the playgroup is calm, busy and child-centred. Children behave well, which enables all of the children to carry out their activities without undue interference. Children are developing good social skills and their emotional development is progressing well. They share their learning experiences with others and are confident to ask for help if necessary. Children explain what they are doing and why. For example, a child explains that she is watering the pumpkins because the water makes them turn yellow. Children are helpful and resourceful; they discuss practical issues such as, repair of equipment with staff and help with the repairs if they are able. A child helps staff to repair a favourite storybook and make it available for others to use. Effective safety measures in the setting reduce the risk of accidents to children and help them to recognise the features of a safe environment. Children make full use of the available space and resources. For example, children enjoy the freedom of outdoor activities across the seasons. They use a wide range of resources, which promotes all aspects of their physical health and supports their intellectual development. They make practical decisions, depending on the weather condition; they decide what to wear for their outdoor activities.

Children make connections across all areas of learning and think creatively as they gain first hand experiences through play that is interesting and stimulating. For example, they make and listen to music and further explore their creativity through

role-play. Pretend play in the shoe shop, with the train set and cooking activities, provides opportunities for children to develop their particular interest. Well-planned and resourced activities with clear learning intentions encourage children to develop language, social and communication skills, and help them to think critically and solve problems. For example, children playing with the train set consider the places they will visit and that they need for their journeys. Children participating in the cooking activities test their senses and experience change as they combine a range of ingredients. They wash their hands at the start of the activity and know the reasons for doing so. Mark making resources that are readily accessible encourage children to write for different purposes. Good levels of support from staff help the children to maintain their focus, extend the activities, and sustain their learning through child-initiated activities.

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?	Good

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?	Good
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 B: the Childcare Register

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

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

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 registration.

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.