

# Saxon Green Playgroup

Inspection report for early years provision

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**Unique reference number**

142904

**Inspection date**

14/10/2008

**Inspector**

Carol Cox

**Setting address**

St Francis Church Hall, Saxon Green, Bridgwater,  
Somerset, TA6 4JA

**Telephone number**

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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**

Saxon Green Playgroup was established in 1973 and is registered on the Early Years register for 26 children between two and four years. It operates from St. Francis Church Hall in Bridgwater, Somerset. There is one main hall with an adjoining smaller room used for supervised activities. There is an enclosed area for outside play accessible to all children. The playgroup serves the local area and feeds into several local schools. There are currently 46 children on the register. The group has experience of supporting children with learning difficulties and/or disabilities. The setting is accessible to adults and children with mobility difficulties. The group opens five days per week during school term times only. Morning sessions are daily from 09:00 to 12:00 and afternoon sessions operate on Mondays and Thursdays and Friday from 12:15 to 15:15.

Three experienced staff work directly with the children at each session. All members of staff have appropriate early years qualifications. The playgroup is managed by a voluntary parents' committee. The group receives support from the local authority.

## **Overall effectiveness of the early years provision**

The playgroup ensures that each child is valued because the key person system is effective in identifying and meeting the needs of every child. Children make good progress in learning and development due to staff's intuitive understanding of how children learn, however assessment records are in their infancy. Staff ensure children are safeguarded and their welfare promoted through effective policies and procedures. Parents and carers are highly valued and are encouraged to contribute and share in children's learning, staff build good links with local schools and other agencies to further support children. Although staff meet children's needs very well there is no clear system yet in place to monitor or record the effectiveness of the playgroup in order to plan for future developments.

## **What steps need to be taken to improve provision further?**

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

- implement an effective system to monitor the quality of the provision to ensure continual improvement
- ensure children's records are fully documented

## **The leadership and management of the early years provision**

The manager and her staff have considered how to progress the playgroup and all the recommendations from the last inspection have been addressed to the benefit of children. Staff informally evaluate the provision through staff meetings and support from the local authority, however, although improvements have been

made there is still no clear system to monitor the provision. This does not have a significant impact on children because of staff's good knowledge and experience. Children's health, well being and safety are effectively promoted because there are robust policies and procedures in place. For example, when builders are working on the church and adjoining hall the doors are kept locked at all times and workmen only have access to the playgroup premises when accompanied by a member of staff. There are sound systems in place to ensure staff's qualifications are current. Regular appraisals identify next training needs, for example, staff have planned to renew their first aid certificates in the spring before they expire.

There is an excellent key person system in place which ensures that each child's individual needs are identified and met. Children benefit from the close relationships staff build with local schools and other agencies and appropriate support is quickly accessed when needed. Staff maintain good records of children's individual health and care needs. This means that every child's particular needs are addressed. For example, should a child have a specific health need staff know exactly how to deal with any problems they might have because all consents and guidance are recorded, however, some records are not always fully documented to reflect the good knowledge and practice of the staff.

## **The quality and standards of the early years provision**

The playgroup provides a safe, secure and welcoming environment where children flourish and are encouraged to become independent and enthusiastic learners. Children make excellent progress in relation to their starting points. Staff provide an effective balance of adult led activities and enable children to initiate their own play and learning. Staff provide an abundant range of resources to stimulate and support children's learning in all areas. Children are encouraged to discuss their ideas with adults and show high levels of concentration when engaged in purposeful play. They benefit from the individual knowledge staff have of their learning and development needs. Key persons are responsible for maintaining records about the children, most are well documented and new systems are being developed to track children's progress and achievements within the Early Years Foundation Stage. Staff work together to plan an interesting and challenging range of activities based on their good knowledge of children. Thus the individual needs of each child are carefully considered and all children are fully included and demonstrate a secure sense of belonging.

Children behave exceptionally well. They are busy and engaged by the challenges planned for them by staff. They benefit from warm relationships and excellent interactions with adults who help children make very good progress in all their play. Children are praised appropriately and learn to show care and consideration for each other. They learn useful social skills, such as knowing their address and surname. Children take turns, share toys and enjoy their discussions with adults around them. Children's language and communication skills are well developed by staff who use effective questioning techniques and challenge children to extend their vocabulary by introducing new words in everyday events. For example, a child is encouraged to name shapes when making a necklace with different shaped beads. Adults challenge children to problem solve, for example, asking a child to

estimate how many beads she needs to complete her necklace.

Children's health and wellbeing needs are promoted through thoughtful routines which encourage independence. For example, children take themselves to the toilet and know they must turn the sign on the door to show that they are out of the playroom. They understand the need for hygiene and are supported to develop good self care skills. Children are safeguarded by the staff's effective knowledge of child protection issues and procedures and there are rigorous procedures in place to ensure children do not leave the building with unauthorised people. Adults make sure that children learn good skills for the future and develop a sense of belonging within the playgroup and as part of their wider community.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	Outstanding
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](http://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**

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

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.