

Willoughby-on-the-Wolds Playgroup

Inspection report for early years provision

Unique reference number	258573
Inspection date	17/09/2008
Inspector	Janice Walker / Christine Hands
Setting address	Village Hall, London Lane, Willoughby on the Wolds, LOUGHBOROUGH, Leicestershire, LE12 6SX
Telephone number	07939 890354
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

Willoughby On The Wolds pre-school playgroup is a committee-run provision. It is registered on the Early Years Register and is also registered on the Compulsory and Voluntary part of the Childcare register. It opened in the 1970's and operates from two rooms within the village hall in Willoughby On The Wolds. The group also have access to a kitchen, toilets and a safely enclosed outdoor play area, which is sited at the front of the building. The building is on one level and provides appropriate access for people with disabilities.

The setting is open each week day morning except Tuesdays, during school term times only. It operates from 09.30 until 12.00 with an optional lunch club which is open until 13.00. Children attend a variety of sessions each week. A maximum of 24 children may attend the setting at any one time. There are currently 16 children on roll. Of these, seven children receive funding for early education. Children attending come from the local and surrounding rural community. None of the children currently attending have learning difficulties and/or disabilities and all children speak English as their first language.

The setting employs five members of staff four of whom, including the supervisor, hold appropriate early years qualifications and one is working towards Early Years Professional Status. The setting is a member of the Pre-school Learning Alliance and also receives support from the early years support team from the local authority.

Overall effectiveness of the early years provision

The setting promotes some aspects of children's welfare with success, supporting their health and general safety. However, opportunities for children to recognise their own unique qualities and to learn to value diversity in others are limited. Insufficient planning and assessment systems means that the needs of children are not always met. The sharing of information with parents is not secure enough to ensure that staff have appropriate knowledge about children's abilities which means that they are not able to effectively support their development. This also restricts opportunities for parents to be involved in their child's learning. Although the setting have undertaken a self-evaluation to identify key strengths and areas for development, systems are not yet sufficiently robust to ensure that all gaps in the provision are identified and areas for development effectively pursued.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make effective use of assessments to help plan a 15/10/2008

- challenging and enjoyable experience for all children across all the areas of Learning and Development
- develop partnerships with parents to effectively identify children's learning needs, share information about the education provision and children's progress and offer support for extending learning in the home 15/10/2008
 - maintain a record of the risk assessment identifying aspects of the environment that need to be checked on a regular basis, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 15/10/2008
 - provide experiences and support which will help children to develop a positive sense of themselves and of others along with respect for their own cultures and beliefs and those of other people 15/10/2008

The leadership and management of the early years provision

Effective records, policies and procedures ensure that children's welfare is safeguarded and generally well promoted within the setting. For example, recruitment and selection procedures ensure that staff are appropriately qualified and suitable to work with children. Although high ratios are maintained and rotas assist staff in implementing daily routines, these are not always effective in supporting the needs of the children. Risk assessments are regularly undertaken by the Committee but are not fully effective in ensuring that all equipment is maintained in line with the relevant regulations.

Staff show a commitment to the setting through their attendance at training, but systems for monitoring and evaluating the care and education they provide are not undertaken or reviewed regularly enough to support continued improvement. In addition, lack of knowledge and understanding of some issues, particularly in regard to the uniqueness of each child, means that children's needs are not always fully met. Changes made since the last inspection have helped to minimise the risk of spread of infection and improve children's safety. However, changes made to planning and assessment systems have not been effective in promoting children's learning and development nor to provide opportunities for parents to be involved in their child's learning.

Parents are made to feel welcome and can access some useful information about the setting, including policies and procedures. They informally communicate with staff about their children at the end of each day and an annual parents' evening or open day provides some opportunities to exchange information about children's achievements. Individual diaries contain photographs and observations of some activities. However, systems have not been established to enable parents to share what they know about their child at the outset which means that staff are not able to establish clear starting points for learning. In addition, assessment records are not kept up to date, therefore, staff are unable to plan effectively for children's

next steps in learning. There is insufficient information shared with regard to the curriculum to enable parents to be involved in their child's learning. Effective links with the local school supports children's transition although systems are not yet in place to ensure that the children's needs are well planned for across the differing provisions that they attend.

The quality and standards of the early years provision

Children do not make sufficient progress in all areas of their development because staff are not clear of their roles and responsibilities in supporting individual children's learning. Whilst staff make observations of children's development, these are not effectively used to identify and plan for their next steps of learning. Staff's lack of understanding of the learning possibilities of activities means that during free-play times, they do not always deploy themselves effectively to support children's learning and ensure that each child is actively engaged and provided with appropriate support and challenge. In addition, staff do not make effective use of open questions to extend children's ability to solve problems for themselves and develop their imaginations. Play is therefore not always purposeful, resulting at times in unwanted behaviour. Daily routines ensure that there is a balance of adult-led and child-initiated activities and children participate in and enjoy planned group times such as the weekly music session and welcome time when they confidently share important home events with their peers. Activities such as watching the cows in the adjoining field and planting, growing and eating their own vegetables support their understanding of living things. Some spontaneous activities, such as smelling the bonfire encourage them to use their senses. However, insufficient use of the outdoor area limits opportunities for them to investigate and explore on a wider scale.

The Supervisor has a satisfactory understanding of her role and responsibilities regarding child protection and has attended relevant training to support this. Systems are in place to support children with learning difficulties and/or disabilities. The premises are secure both indoors and outdoors with clear procedures in place to ensure that children are collected only by known adults. Good hygiene procedures along with appropriate policies regarding illnesses help to minimise the risk of spread of infection and children practise good personal hygiene. Most staff hold current first aid certificates and systems are in place to support them in responding appropriately in the event of an accident or emergency. Clear rules are in place to ensure that children remain safe and learn acceptable behaviour, however, whilst these are reinforced, the reasons are not always explained in a way which supports their learning and understanding of how to keep themselves and others, safe. Ongoing monitoring of toys and play spaces ensure that they remain safe and suitable for use.

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?	Inadequate
How well does the provision promote inclusive practice?	Inadequate
The capacity of the provision to maintain continuous improvement.	Inadequate

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Inadequate
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Inadequate
How well are children helped develop skills that will contribute to their future economic well-being?	Inadequate

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 the last inspection.

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.