

Horsley Playgroup - (School site)

Inspection report for early years provision

Unique reference number	101770
Inspection date	23/09/2008
Inspector	Paul Mattausch Burrows
Setting address	Horsley School, The Street, Horsley, Stroud, Gloucestershire, GL6 0PU
Telephone number	01453 833625
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).

Description of the setting

Horsley Playgroup has been registered since 1998. This setting is one of two sites run by the same voluntary management committee, in the village of Horsley near Nailsworth, Gloucestershire. This setting operates from Horsley Primary School. The group is registered for 15 children aged between three and four years old. There are currently eight children on roll. The group welcomes children with learning difficulties or disabilities, and those for whom English is an additional language. The group serves the town of Nailsworth and several local villages in the area. The playgroup is based in the reception classroom. They have the use of the school's outdoor play facilities and other areas of the school are used at the leader's discretion. It operates on Tuesday afternoons in term time, between 12.30 and 15.00. The session is specifically for children who are in their pre-school year and are likely to be attending the school. A team of four staff are employed. The leader has Early Years Professional Status and the deputy is qualified to level three. Staff are trained in first aid and child protection. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

Children make good progress in all areas of learning and development. They play an active part in choosing learning opportunities and concentrate and persevere for considerable periods of time. This is due to the well qualified staff who understand the children's individual needs and work hard to see that those needs are met. Children are well cared for and staff strive to continue to improve the playgroup. Parents are well informed about their children's development and are very supportive of the provision.

What steps need to be taken to improve provision further?

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

- further develop the partnership with parents to enable them to contribute more fully to their children's learning and development
- ensure that outside learning areas are always available for children's use

The leadership and management of the early years provision

All of the necessary policies and records are in place and up to date. The staff are well trained and qualified. The learning opportunities and support provided by staff are good and are stimulating for the children. The staff assess the effectiveness of the playgroup and strive to ensure that all children are treated equally and have equal access to resources. Activities are equally appealing and interesting for both boys and girls. The staff have responded promptly to recommendations from the inspection last year. Parents have shown their satisfaction with the playgroup through a recent questionnaire. They are encouraged to work with the staff to

access additional support if beneficial for their child. The playgroup have identified a need to involve parents more in learning opportunities at home but this initiative is too recent to have produced a real impact on learning. The location of the playgroup within the primary school has been effective in creating a smooth transition for children to the reception class. The safety of the children is assured by effective checks on the safety of the building and the equipment. Children are taught and reminded of safe behaviour when exciting activities are carried out

The quality and standards of the early years provision

The playgroup provides a stimulating environment which provides good opportunities in all areas of learning. Children listen attentively and respond to questioning by staff, which extends their learning well. The adults support children's learning sensitively and encourage their natural inquisitiveness and imagination. Because of this, children make good progress towards the levels of ability expected of them at the end of their reception year. Planning for the individual needs of children is good and is informed by careful observation and discussion between all members of staff. Parents are well informed about their child's needs and progress. The outside learning areas were used insufficiently during the inspection, due to a staffing shortage, but the balance of adults to children was sufficient for all other requirements.

The staff have ensured that proper procedures are in place to ensure the safety of the children. Parents are informed of safe practices concerned with delivery and collection of children and foreseeable hazards are well planned for. The children are encouraged to make decisions and to become independent, thoughtful learners and to contribute to their own well-being. Children are taught to carry out hygienic practices and they are involved effectively in routines, such as hand washing and the preparation of simple snacks. All staff stress the importance of these practices to the children. Behaviour is good. Any small incidents are dealt with effectively and the staff reinforce the desirability of cooperative behaviour to the children. The staff show genuine pleasure and give praise when children succeed with an activity. Relationships are warm and supportive and children thrive in this atmosphere. Children are encouraged to engage in a wide range of learning opportunities. Staff observe the children's activities very carefully. When necessary, they will help a child to move to another task so that the child gains a broader range of experiences. Although the playgroup is in a reception classroom, the arrangement of the equipment and resources provided are entirely appropriate for the age of the children. Exciting activities are well planned and carried out safely.

Children are taught well about the importance of safety. Stimulating activities are planned carefully and children shown how to behave safely when taking part. For example, popping popcorn and then threading the corn using a sewing needle excited the children a great deal but the activity was carried out safely. Physical activity and hygiene are promoted well. Healthy snacks are provided but there was little discussion about the benefits of making healthy choices and this aspect is therefore satisfactory. The children thoroughly enjoy the rich and varied learning opportunities in the playgroup. They make good progress towards expected levels of attainment and are encouraged to be active, imaginative learners. They cooperate

as learners as well as working independently. Children demonstrate high levels of perseverance and enquiry and they are encouraged by adults to extend their learning and their investigations. Children show respect and concern for other children and adults. The attitudes to learning that the staff encourage, together with the progress children make in vital key areas of learning, prepare children successfully for further education and development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.