

Woodland Corner

Inspection report for early years provision

Unique reference number	251576
Inspection date	25/09/2008
Inspector	Judy Dawson

Setting address	Nayland CP School, Bear Street, Nayland, Colchester, Essex, CO6 4HY
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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).

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

Woodland Corner is the new name for Nayland Playgroup. It has very recently moved into a purpose built building with a secure play area. This is within the grounds of Nayland Primary School in the village of Nayland. A maximum of 20 children may attend the playgroup at any one time, but the committee has applied to increase this to 24. The playgroup is open each weekday during term time only. Sessions are from 09.15 to 11.45 each day and from 13.45 to 15.15 on Mondays to Wednesdays. A lunch club session is offered from 11.45 to 12.45. The setting provides before and after school care for 35 children aged five to nine, with up to a maximum of 18 for each session. The breakfast club runs from 8.00 to 9.00 and the after school club from 15.25 to 18.00. Children can attend for all or part of these sessions. There are currently 50 children from two to under five years on the roll of the playgroup. Of these, 37 children receive funding for early education. Children come from the local area and attend for a variety of sessions, several attending the school nursery for part of the week. The playgroup employs eight members of staff. Of these, six hold appropriate early years qualifications and one member of staff is currently working towards a qualification. The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting receives support from the local authority.

The new building has excellent facilities, including wheelchair access, ensuring that all children have access to the wide range of activities.

Overall effectiveness of the early years provision

Woodland Corner has settled into its new building extremely well, continuing to provide children with good quality education and care. Key workers amongst the staff ensure each child's needs are met, maintaining excellent communication with parents and carers, the nursery and good links with local organisations. There are impeccable systems in place to ensure children are safe and well cared for and a wide range of interesting activities promote good learning and plenty of enjoyment. This enables children to make good progress. Managers have a good understanding of the areas for further development and there is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the way adults record children's achievements to pinpoint what each child can do and identify what needs to be learnt next
- make better use of assessments to adjust the curriculum to meet individual needs

The leadership and management of the early years provision

The smooth transfer of Woodland Corner to the new building is a tribute to the good management. Exemplary procedures for meeting and building on the requirements of the EYFS ensure children's welfare and safety. For example, children register themselves on entry to the session, but parents and staff also register them. Staff undergo regular training and make good use of support from the local authority. The well-planned curriculum covers all aspects of learning for children in the early years age group and there is a good mix of adult-directed and independent activities to help the children learn. The leaders' good understanding of the setting's strengths and areas for development have made a significant contribution to both the planning of the new building and the range of activities provided for the children. Over the last year, adults have made good use of the building process to enhance children's knowledge and understanding of the world. There are, for example, some interesting scarecrows guarding the grass seed sown by the children. Good links with the primary school ensure that there is a smooth transition to children's next stage in their learning. Parents say that children really enjoy attending the playgroup and the nursery and there are regular meetings between nursery and playgroup staff. Lunch is available, provided by the school, in the lunch club for children from the nursery and the playgroup.

Adults have been conscientious about record keeping, often taking photographs of children at their activities or making notes of what they do. Managers have just introduced 'Learning Journeys' aimed at tracking children's progress more precisely. These have not yet been implemented. Staff are aware that more needs to be done to ensure there are accurate records of children's progress, to help fine tune their planning to meet individual needs. Parents have access to their children's records and are very well informed about what happens in the playgroup. Helpers often video events during the morning to share with parents when they collect their children.

The quality and standards of the early years provision

Adults ensure that children know how to keep healthy and stay safe. They are taught how to use tools safely and are well aware of the importance of good hygiene. Excellent communication with parents ensures that staff know the children well and children's social development is developed effectively. Any child who prefers to have an adult's sole attention is, for example gently encouraged to play with his or her peers. Healthy snacks and fruit are available and children have access to a drink at all times. During the inspection, sweetcorn was available for children to handle and adults made popcorn as part of the children's snack. They encouraged them to discuss how the corn had changed. Good questioning, encouraging children to give opinions and think for themselves, promotes learning well. Adults play alongside the children, extending language and promoting co-operative play. Activities encourage children to make choices, preparing them well for future learning. For example, a table with junk materials, a variety of materials for sticking and joining things and safe scissors kept one child happily making a model for some time.

Most children join the playgroup with knowledge and skills that meet or exceed

expectations for their age. No children with learning difficulties attend at present. Staff give good support for children who have difficulties with speech. Those with identified medical problems or allergies are cared for well. Children thoroughly enjoy their time in the playgroup and many develop social skills beyond their years. Children take responsibility, registering themselves at the beginning of each session and tidying up well. Adult-directed activities ensure children develop communication, language and literacy and mathematical skills effectively. Children identified letter sounds as ping-pong balls popped up in the water tray. However, although children achieve well overall, as most activities are not specifically planned to help each child towards his or her next learning goal, children are not always developing their full potential.

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?	1

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?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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 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.