

Coaley Village Playgroup

Inspection report for early years provision

Unique reference number 101562
Inspection date 30/09/2008
Inspector Denise Franklin

Setting address Coaley Primary School, The Street, Coaley,, Dursley,
Gloucestershire, GL11 5EB

Telephone number 01453 890 443

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

Coaley Village Playgroup opened in 1994. It operates in the playgroup room and hall at Coaley Primary School in Gloucestershire. The playgroup serves Coaley village and surrounding areas. There are currently 12 children from two years and nine months to under five years on roll. This includes 11 children who are in receipt of nursery education funding. Children attend for a variety of sessions. The group opens on Tuesday, Wednesday, Thursday and Friday during school term times. Sessions are from 09.00 to 12.55. There are no children attending with learning difficulties or who speak English as an additional language. Children are cared for by three staff. Of these, two have recognised early years qualifications and one is working towards a level 2 qualification. The setting receives support from the local authority. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

Coaley Village Playgroup provides a satisfactory and improving education for the children in its care. Relationships between adults and children are a strength. All welfare requirements are fully in place and rigorously implemented, which ensures children are safe and well cared for at all times. All children are fully included in all aspects of learning and development because staff are skilled at challenging and providing additional support when needed. Advice is sought from appropriate agencies to ensure the needs of all the children are met. The new leader has already implemented a number of strategies to improve provision, such as operating a free flow system between the indoors and outside so that children can make choices about the environment in which they learn. This is having a positive impact on children's learning and development. The setting is in an appropriate position to continue to improve, now the staffing is more stable.

What steps need to be taken to improve provision further?

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

- continue to develop planning systems so that adult-led activities have a clear focus on what learning is expected to take place
- use the assessment information gathered to identify each child's next step in learning so that all children make good progress
- provide more planned opportunities for all areas of learning in the outdoor environment

The leadership and management of the early years provision

Policies and procedures for ensuring children are safe are fully in place and are available for parents. These have recently been reviewed and updated by the committee and leader of the playgroup. The current committee are active and are continually raising funds to provide more resources so that the children are well

supported in a safe and stimulating learning environment. Managers have a clear understanding of the strengths and area to develop. A rigorous recruitment system was put in place to ensure that the new play leader would be able to build good relationships with the children and parents. She implements successfully, strategies to support the committee's ethos of learning through play. The new leader took up her post at the beginning of term and has implemented a number of systems effectively to improve provision. For example, she has initiated opportunities for children to move freely from inside to outdoors and to make choices about their learning. This is having a positive impact on provision and welfare. The chair has set up an effective link with a neighbouring playgroup to share resources and good practice. Partnership with parents is good. Parents are kept fully informed about curriculum matters and events through detailed newsletters and one parent supports each session on a rota basis. They are beginning to contribute to their child's 'Learning Journeys' and children regularly take library books home.

The quality and standards of the early years provision

Children's achievement is satisfactory. They are provided with a wide range of learning opportunities in a safe and stimulating environment. Many enjoy being able to choose whether to be outdoor or inside. There is an appropriate range of adult-led and child-initiated learning. Many activities are appropriately planned which start from the child's interest. The staff are skilled at challenging by adapting their questions to meet the needs of the children. However, planning for adult-led activities does not explain fully what the learning intentions are. Use of the outdoor area for all areas of learning is underdeveloped. Assessment procedures are developing well and beginning to be used for planning. The new leader is developing the 'Learning Journey Folders' to ensure that samples of children's work and observations are cross-referenced to the 'Development Matters' of the Early Years Foundation Stage. This provides staff and parents with a more detailed picture of their child's progress. She is encouraging parents to contribute to these records by celebrating their child's achievements at home by completing a 'wow voucher', Parents really appreciate this opportunity and children enjoy sharing their achievements with their peers. This effectively raises self-esteem and impacts well on their learning and development.

Children are encouraged to select their own resources and gain confidence and independence appropriately. They have a good understanding of healthy snacks and why they need to wash their hands before eating. Both snack and lunch times are good social occasions, which develop children's social skills well. Adults demonstrate positive behaviour management strategies effectively. As a result, children show good attitudes to learning and behave well. Children have a secure understanding of how to use equipment properly and risk assessments are carried out regularly to ensure their safety. All children make satisfactory progress in communication, numeracy and Information Communication Technology (ICT) skills because staff plan an appropriate range of learning opportunities to meet the needs of the children.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	2
How well are children helped to enjoy and achieve?	3
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?	3

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.