

Warwick Community Playschool

Inspection report for early years provision

Unique reference number 220252
Inspection date 01/10/2008
Inspector Jacqueline Lawson

Setting address Warwick Primary School, Dulley Avenue, Wellingborough,
Northamptonshire, NN8 2PS

Telephone number 01933 279266

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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

Warwick Community Playschool opened in 1990. The setting is on the Early Years Register and both parts of the Childcare Register. It operates from a purpose built unit in the grounds of Warwick Primary School. Access to the playschool is through the main school gate and there is wheelchair access at the front of the building. The playschool is part of the Warwick Community Association and serves the local area.

The playschool is registered for 20 children and is currently running at full capacity. The majority of children attending the playschool are in receipt of Government funding and the setting is able to support children who speak English as an additional language. Children attend either morning or afternoon sessions. The playschool opens five days a week during school term times. Morning sessions are from 08:50 until 11:20, and afternoon sessions are from 12:50 until 15:20.

Four full-time staff work with the children and they all have appropriate early years qualifications. The playschool maintains close links with the primary school and also receives support from the Northamptonshire Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

The quality of provision in Warwick Community Playschool is satisfactory. The children are happy to leave their parents and come into playschool and the parents are very positive about the provision that the playschool offers. The setting is well equipped and inclusive of all children, including those with English as an Additional Language (EAL), and children with disabilities. The children's welfare is safeguarded and promoted through secure policies and procedures. The good practice of the staff ensures that any concerns are dealt with in a sensitive and confidential manner. It has the satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- consider introducing the writing of medium and long term plans linked to the early learning goals to give more structure and impact to the children's learning and to better inform weekly planning.
- plan for staff to record and assess children's progress in group sessions and use this information to support future group work

The leadership and management of the early years provision

The leadership and management of the setting is satisfactory. The playgroup has gone through a time of change in the past term. They have moved back into their

extended premises with increased registration and new staff and routines. The supervisor is aware that there are areas that they need to improve on, particularly in longer term planning, developing staff roles and developing the curriculum further to cover the early learning goals more clearly. They are working hard as a team to develop each of these areas in turn and have set themselves a realistic timetable. The weekly planning is clear and well resourced but is not showing an impact on the children's learning. A secure assessment system has been established, however, this does not currently inform future planning and learning for the children. There are a few part-time EAL children now attending the playschool and the staff are looking at ways to further include them in all of the activities. The staff have built a good partnership with parents, who are happy with the standard of provision that the playgroup offers. The policies and procedures are in place to secure the children's welfare and are reviewed by the Warwick Community Association Committee.

The quality and standards of the early years provision

The quality of teaching and learning is satisfactory. A cohesive staff group has a positive impact on children's confidence and security through the key worker system. All children are included in activities, with effective support from the school and advice from other professionals. Appropriate settling-in procedures build on this, giving children confidence to participate in all activities. Staff are patient and caring and this impacts on the children's enjoyment and learning. Staff are clearly committed to supporting children in order to meet their differing needs. Pre-registration forms gain information from parents about their children and are used to identify the child's entry profile and starting point. The staff keep diaries of the children's progress, illustrated with photographs, as a useful tool for assessment. These dairies are a permanent memento of the child's time at the playschool, for the parents to keep. Observations are ongoing and are regularly entered into the children's individual achievement files and are beginning to inform planning. However, this is not linked sufficiently to the EYFS to fully influence the children's development.

The staff are pro-active to ensure that appropriate action is taken to support children with additional needs. Staff work with the parents of the EAL children to support them appropriately. The children are interested and motivated to learn. They maintain attention, concentrate and sit quietly when appropriate, for example when working with an adult on the computer or playing with the play dough. They understand about staying safe and respond to a drum beat when their attention is sought. They explain why they wash their hands before eating their snack. They know that milk and fruit are good things to eat and drink. The outside classroom is well equipped and the children have full access to a number of activities, such as a house, sand tray and construction.

Children's physical development benefits from a weekly session when they go to the school hall. Staff ensure children have purposeful opportunities to learn through play and to develop skills at their own pace. However, group times are limited and staff do not have enough opportunity to structure learning appropriately and to observe and record children's progress in a group situation.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
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?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
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?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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 registration

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.