

Walmley Pre-School Playgroup

Inspection report for early years provision

Unique reference number

EY372315

Inspection date

06/11/2008

Inspector

Myra Lewis

Setting address

The community Hall, Crawford Rd, Walmley, Sutton
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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

Walmley Pre-School Playgroup was established in 1967 and with the current management committee since 2008. It operates from the local community building attached to Walmley library in Sutton Coldfield. The premises is easily accessible to all.

A maximum of 25 children aged from two to five years may attend at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage (EYFS) age group.

The playgroup is open from 9:20 until 11:50 on Wednesday and Friday, and from 9:20 until 11.50 and from 12.40 until 15:10 on Thursday during school term times. There is lunchtime cover available on request. Children attend a variety of sessions. The group supports children with learning difficulties and/or disabilities and who speak English is an additional language.

There are five staff who work with the children, who are supported by regular volunteers. Four staff have appropriate qualifications in childcare.

Overall effectiveness of the early years provision

Walmley Pre-School provides effectively for children in the Early Years Foundation Stage. Children play safely and participate in a good variety of different play activities that support their learning. Practice is inclusive with any specific requirements being clearly identified and met appropriately. Activities are well planned and clearly linked to the early learning goals, although observation and assessment for each child is to be developed. All required policies and procedures for the day to day management are in place and staff are aware of their safeguarding responsibilities. There is a detailed self-assessment document that is used effectively to maintain continuous improvement of the playgroup to benefit the children in attendance.

What steps need to be taken to improve provision further?

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

- develop further observational assessment in order to plan for children's individual learning needs.

The leadership and management of the early years provision

The pre-school is very well organised and managed. All required documentation is openly shared with parents, and policies and procedures accurately reflect the service provided. A detailed self-assessment document is in place which clearly identifies the setting's strengths and highlights any improvements that may be

necessary. A recent example has been the introduction of an open snack table for children to access during free play times, because staff felt a set snack time interrupts play and impacts on behaviour.

Activities are well planned to stimulate children's interests and support their ongoing development. Planning is flexible and clearly linked to the Early Years Foundation Stage. However, the current observation and assessment procedures do not fully reflect children's individual learning needs. Staff work very well together and have a clear understanding of their individual roles and responsibilities. They have access to further training to develop their knowledge and skills to benefit the children in attendance. Staff are aware of their safeguarding responsibilities in order to fully protect children.

Partnership with parents is successful and valued by the staff team. Communication is effective because staff make themselves available to talk with parents at the beginning and end of each session. Policies and procedures are made available to parents in the lobby area, and half-termly newsletters provide additional information about forthcoming themes and topics. The provider has effective systems in place to seek the views of all parents and carers. Information gained is used to improve the learning environment for children. For example, parents suggested children would benefit from playing outside. A small outdoor area has been adapted so that children can now play outside. Parents are actively encouraged to help during playgroup sessions on a rota basis. There are informal links with the local school to help make children's transfer into school a positive experience.

The quality and standards of the early years provision

Walmley Pre-School provides a safe and welcoming environment for children. Space is used effectively to enable children access to a broad range of good quality toys and resources that are suitable for their purpose, in good condition and conform to safety standards. Children move freely around the hall and make independent choices about their play. Children are treated as individuals and have equal access to all activities, regardless of their ability, gender or background.

The provider demonstrates a good understanding of the Early Years Foundation Stage and how children learn. Their progress is well supported by staff who ensure children's play is purposeful and covers relevant aspects of the early learning goals. Children are active participants in purposeful play and exploration. For example, children participate in fruit tasting activities and explore textures such as 'gloop' and play dough. They show a keen interest in music and respond quickly to the musical prompt that signals tidy up time. Staff provide children with many opportunities to count, sort and match objects. They learn to handle small tools appropriately to make and build objects. Children's language is developing well. Staff spend their time talking and listening to what children have to say and ask constructive questions to promote their thinking. Children learn to speak in a familiar group which helps build their confidence and self-esteem positively. Their interest in books is actively promoted with regular visits to the library to look at books and to use the computers.

Children respond well to praise and encouragement and their behaviour is good. They learn to share, take turns and play together. Through planned activities and celebrations of different lifestyles children learn about their own and other cultures. Children learn to keep themselves healthy because they have daily opportunities to be active and play outside. Children learn about healthy eating through regular themes, topics and discussions with staff. Their independence and self-help skills are actively promoted.

Partnership with parents is good. Children's individual needs are discussed and agreed with parents openly. Any specific requirements are shared and the needs of individual children met sensitively. All parents know who their child's key worker is and have daily, informal contact with them at the beginning and end of each session. Staff are fully committed to providing a positive learning experience for all children. Therefore, children make good progress in their ongoing 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?	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 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.

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