

Walesby School Playgroup

Inspection report for early years provision

Unique reference number	EY271979
Inspection date	23/10/2008
Inspector	John Foster
Setting address	Walesby Primary School, New Hill, Walesby, Newark, Nottinghamshire, NG22 9PB
Telephone number	01623 860575
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).

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

Walesby School Playgroup opened in 2003 and incorporated the Night Owls After School Club in 2007. All aspects of the provision are run by the voluntary management committee. The provision operates from the pre-school room in Walesby Primary School and serves children from the village and the surrounding area. There are close links with the school. The setting is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register. A maximum of 21 children, aged two to five, may attend the playgroup or wrap-around session at any one time. Currently there are 20 on roll including 13 children in receipt of early education funding. The after school aspect of the provision is registered to care for a maximum of 23 children aged four to eight at any one time. The setting accepts children up to the age of 11 and currently has 39 children on roll including 14 children under eight. The setting supports children with learning difficulties and/or disabilities and there is access for people with disabilities. Children attend on a part-time basis. The provision is open each weekday from 11:15 until 12:30 for the wrap-around session; 12:30 until 15:00 for the playgroup session; 15:15 to 17:45 for the after school session. The provision operates during Nottinghamshire term time. All children have access to an enclosed outdoor play area.

The provision employs 13 staff, including a manager for the playgroup session and a manager for the after school session. They hold appropriate qualifications for their roles. Of the other staff seven hold Level 3 qualifications and a further member of staff is working towards this. The provision receives support from the local authority and is a member of the Pre-school Learning Alliance and '4Children'.

Overall effectiveness of the early years provision

Since the last inspection in March 2008, the setting has made good progress in establishing excellent systems to promote children's welfare. As a result, children come happily into the playgroup and the after school club, settle down quickly, and look forward to their exciting and enjoyable activities. The children are keen to learn and they make good progress in developing a wide range of skills. All children have the same opportunities to take part in all the activities planned. Whilst the setting evaluates its performance well, the staff recognise the need to strengthen this still further to give it more structure. Plans are in place to utilise the national evaluation procedures to ensure that for future strategic planning they have full and accurate data.

What steps need to be taken to improve provision further?

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

- ensure that a responsible person is identified to take overall charge with particular reference to the wrap-around sessions
- improve the monitoring of provision to ensure the setting evaluates its performance effectively

- ensure the recording of children's achievements and the tracking of their attainment and progress are effective and increase parental involvement in their children's weekly diaries

The leadership and management of the early years provision

The management committee take an active part in organising the setting. The deputy manager has played a key part in its success. The head teacher of the school is chair of the management committee and has a positive influence on the setting's work as well as promoting close liaison between the playgroup and the school. The supervisors of the playgroup and after school club manage their areas well. They organise the day-to-day running of the setting effectively and ensure that the children are very well looked after, and cared for. They are responsible for the equipment and undertake risk assessments weekly to maintain a safe environment for the children. The arrangements for safeguarding children are exemplary.

Policies, records and procedures are kept up to date and all staff are aware of their individual and collective responsibilities. They are highly motivated to support children's learning and their planning is effective in enabling this to happen. The quality of the setting's evaluation of what it does well and could improve is good. However, the staff recognise that in order to improve this area further, they need to undertake more formal evaluation so that the results can be used even better to plan for the future. There are clear, current plans to put this into place.

The staff have worked hard to address the recommendations made in the previous inspection. Most of these have been dealt with effectively and the arrangements for maintaining policies are in place. However, as the previous inspection was seven months ago, many of the actions taken have not had the time to impact fully. Insufficient progress has been made on the identification of a responsible person for the wrap-around sessions. The deputy manager oversees this area, but the day-to-day running of activities is shared by two of the staff on a rota basis. Whilst they work efficiently together, there is not one member of staff who takes overall responsibility.

There are good links with parents. The staff make home visits prior to the children starting playgroup and parents and children visit the setting. The staff have recently introduced diaries to keep the parents informed about what their children have been doing at playgroup. In some respects, the diaries are an effective way of communicating, but parents are not yet involved well enough in using them to let staff know about the children's achievements at home. Moreover, a record book is used to note what the children know and can do. Each child's record book shows examples of their work. However, the record book is a relatively new departure and its use is not yet refined to show clearly what progress each child had made in their work.

The quality and standards of the early years provision

Children come into the playgroup full of enthusiasm. They happily leave their parents and settle down on the carpet for registration. This is an important part of their day and they take part in a lively fashion, interacting well with the staff. The playgroup room is well equipped and is a welcoming area for the children. They rapidly become aware of routines and know what they should and should not do. As a result of the good provision, children are eager to learn and take an active part in all activities whether chosen by themselves or the staff. They enjoy their learning immensely. They play musical instruments and are encouraged to sing and dance to the rhythms they play. The staff challenge them well to think, for example by identifying songs they know to match objects they select from the 'mystery box'. When one object was a toy sheep, children decided to sing 'Baa, Baa, Black Sheep'.

During the day the children are encouraged to participate in water play, to paint and draw and to write. They talk knowledgeably about colours and how to make a different colour by mixing paints. Storytime encourages children to look at books and they take turns to choose a book for the staff to read to them. They develop their number skills when they count the children and adults in the playgroup.

Children are encouraged to eat healthy food at snack time when they are given a choice of different fruits. Before they eat their snacks, they know that washing their hands gets rid of germs. They enjoy exercise and make active use of the outside area. They share equipment and give encouragement to each other. Children's social skills develop effectively. For example, when doing a jigsaw together, although one child kept several pieces for herself, others waited patiently for her to share them rather than try to take them. Children are made aware of, and encouraged to take an interest in, other cultures. In one activity they made Diya lamps and talked about Diwali and festivals of lights.

Children are given opportunities to develop skills for their future through the many activities which encourage not only their development of language and mathematical skills, but a range of social skills. They are encouraged to care for each other and make sure that they keep themselves safe when in the playgroup.

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?	1
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.