

Marcham Pre-School Playgroup

Inspection report for early years provision

Unique reference number	EY364409
Inspection date	02/10/2008
Inspector	John Erish
Setting address	Marcham C of E School, Morland Road, Marcham, ABINGDON, Oxfordshire, OX13 6PY
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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

Marcham Pre-School Playgroup was established in 1968 and is run by a voluntary committee of parents and carers. The playgroup moved to new premises in 2007 within Marcham Church of England School, near Abingdon. The group have the use of a room within the school and there is access to an outdoor play area. Children attend from the village and the surrounding rural communities. The playgroup opens on weekday mornings from 09.00 to 11:45 during term time with an optional lunch club from 11:45 until 13.00. Afternoon sessions are available on Tuesdays, Wednesdays and Thursdays from 13.00 to 15.00. A maximum of 20 children may attend the playgroup at any one time. There are currently 40 children on roll between the ages of two and five years. Of these, 20 children receive funding for nursery education. The playgroup employs four staff of whom two hold appropriate Early Years Professional qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness of Marcham Pre-School Playgroup is good. The welfare of the children is promoted well and is of good quality. Good levels of supervision ensure that children have equal access to the learning provided for them. The manager leads the day care well and provides good leadership. She is working well in partnership with the other adults at identifying what needs to be improved further to increase the rate at which children make progress. They have made a good start at increasing the levels of challenge for more able pupils. There is a 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:

- build on the good start at developing ways of challenging more able children by ensuring that planning for this group contains more specific learning intentions, so their progress in meeting them can be more accurately judged

The leadership and management of the early years provision

The manager, ably assisted by the other two adults, leads the day care well. They work very well together as a team, and are clearly committed to ensure that the children in their care are well looked after and enjoy everything they do. Good procedures for the day-to-day management ensure that things run smoothly. The manager is keen to strengthen her team's understanding of the new requirements of the EYFS in order to make children's learning even more effective. Self evaluation is good and the managers know well the strengths and areas for development.

The team regularly review all aspects of their work and are using this information well to improve the range and quality of the learning activities so children's progress can be accelerated in all aspect of the EYFS. For example a good start has been made at developing ways of challenging more able children. This was an issue at the last inspection.

Another factor in the effectiveness of the leadership are the good partnerships with parents and the close links with the primary school. Parents are encouraged to be included in their children's education and are kept fully informed of progress and developments. The 'key person' system, in which responsibility for the day-to-day care and development of individual children is allocated to specific members of staff, provides parents with a consistent point of contact. There are plans to repeat last year's highly successful day when fathers were invited to spend a morning with their children, joining in the activities and finding out more about how children learn. There is a good and suitable range of policies and procedures to ensure that children are well safeguarded. Procedures for ensuring the safety and welfare of the children are thorough and are constantly reviewed in light of practice. Current safeguarding practices are fully implemented.

The quality and standards of the early years provision

Children genuinely enjoy learning and discovering through play, because adults really encourage them to make their own independent choices. They enjoy a great deal of individual attention and this enables them to make good progress. Adults are good at building on children's responses to develop and increase their language and communication skills. For example, some children were discussing how they could now dress themselves with very little help. One boy added, 'I want to dress the trees'. He was encouraged to explain this and continued, 'I want to cover them with birds to keep them warm and they will hear them sing'. Good intervention by adults when extra help, comfort or support are needed contributes effectively to children's good progress in their learning.

There are a good range of play activities on offer to support children's learning and development, and adults are careful to take into consideration the individual interests of children. For example, children were making music to the actions in a story being read to them. They very sensibly used a good range of percussion instruments to create a musical background to the activities being described. They were able to choose what they wanted to play and happily exchanged instruments until they found one they really liked.

Good progress has been made at using assessment information to plan the next steps in learning. This was an issue at the last inspection. Detailed notes are kept of pupils' activities. These are now providing much better evaluation of what has been learned. This means that the next steps can be more accurately identified to sustain good progress.

A good start has been made at providing additional levels of challenge for more able children. This too was identified as an area for improvement. However, more needs to be done to ensure that planning for this group contains very specific learning

intentions, so that their progress in meeting them can be accurately judged. This information can then be used to adapt further the activities to make them more demanding.

Adults help children to stay safe and there are good procedures to ensure that their welfare and wellbeing are good. Clear, well established routines help ensure that children feel secure and learn safely. Healthy lifestyles are encouraged, and fruit snacks and drinks are available. Children are encouraged to develop their independence skills during snack time by serving themselves with fruit and vegetables. They are encouraged to clear away for themselves and recycle food waste in their garden compost bin. Children contribute well to the environment for learning through their enthusiasm, cheerfulness and readiness to make friends. Children make good progress in their learning and consequently they are well prepared for the next steps in their learning and for their future economic well being.

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.