

Bilbrook Playgroup

Inspection report for early years provision

Unique reference number	218097
Inspection date	06/01/2009
Inspector	Jasvinder Kaur
Setting address	Village Hall, Joeys Lane, Bilbrook, Wolverhampton, West Midlands, WV8 1JL
Telephone number	01902 844977
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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).

Description of the setting

Bilbrook playgroup opened in 1993 and operates from two rooms within Bilbrook village hall in Bilbrook, South Staffordshire. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. The playgroup serves the local area and has links with local schools and pre-school groups. There is a fully enclosed play area available for outdoor play.

A maximum of 26 children may attend the group at any one time. There are currently 33 children attending who are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register. The playgroup is open on Tuesday, Wednesday, Thursday and Friday from 09:15 to 12:15 during school term-times. The playgroup currently supports children who speak English as an additional language.

The playgroup employs nine staff. Of these, five hold appropriate early years qualifications and three are working towards a Level 3 qualification.

Overall effectiveness of the early years provision

Bilbrook playgroup provides effectively for children in the EYFS. Comprehensive details about each child are successfully collected via positive partnership with parents and carers to ensure that most individual needs are met. Children settle well and are involved in a range of activities which they enjoy. The manager and staff are dedicated to making continuous improvements, resulting in the provision of a warm, stimulating environment. They ensure that the resources are available to all children so that no individual is disadvantaged. This means that children make good progress, given their age, ability and starting points. However, not every opportunity in the daily routine is used effectively to support children's learning.

What steps need to be taken to improve provision further?

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

- develop further understanding of how to use everyday activities and routines to enrich children's learning experiences
- improve further the system of sharing information with parents, especially in regard to the children's progress and seeking parents' and carers' views about education
- ensure all staff are fully aware of child protection issues and their responsibility to report any concerns to the Local Safeguarding Children Board.

The leadership and management of the early years provision

The staff endeavour to improve their provision of good quality care and education by attending training and workshop sessions. They are fully aware of health and safety regulations through well documented policies and procedures. Thorough procedures are in place for ensuring that children are cared for by staff who have appropriate qualifications, experience and have completed appropriate checks. With the exception of a few staff members, most staff including the manager, have a clear understanding of safeguarding children, so that the children are protected. They are also aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All staff demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice. Regular quality checks and self-assessments enable the setting to identify targets for further improvements. Recent examples are updating the policies, procedures and planning of activities to meet the requirements of the EYFS framework. Staff have also improved their system of recording children's details to enhance effective communication with parents. All recommendations made at the last inspection have been dealt with successfully.

All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. A wide selection of resources and visual displays are available, depicting positive images of diversity to help children to understand and respect the values and feelings of others. Currently there are no children with learning difficulties and/or disabilities attending the setting, but the staff have past experience and would ensure that they work with parents to meet each child's needs. Close links with the district Special Educational Needs Co-ordinator (SENCO) and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well promoted. The staff liaise well with local schools, nurseries and external agencies to ensure children acquire support to meet their needs. They establish positive and professional relationships with parents and carers and recognise their contribution as partners in their children's care and well-being. Regular newsletters and information sheets on site keep parents informed of the activities and events within the settings. However, fewer opportunities are provided to discuss children's progress and to seek parents' and carers' views on the education.

The quality and standards of the early years provision

Children are contented and confident in familiar surroundings where staff are sensitive to their needs. Staff make an effort to create a stimulating, welcoming environment for all children. New children are supported and reassured by staff during settling in periods. An effective key person system ensures children are cared for by a consistent use of staff whenever possible. Children benefit from sufficient child to staff ratios. As a result, children have good individual attention where required and this helps their development. Good quality resources are deployed to enable children to have free access and make choices in their play. The staff are developing their observation and recording methods appropriately to

ensure that each child's needs are being met. The planning of activities contains detailed information on the six areas of learning and development to cater for the needs of the individual and to plan next steps in learning. However, not every opportunity in the daily routine is used as effectively as is possible. Opportunities are lost, for example, writing for different purposes, developing problem-solving and numeracy skills at snack times. Nevertheless, children are well supported by staff during activities. Staff join in with their play and enjoy being involved. As a result, children are enthusiastic and eager to express their skills in group games and singing.

Children develop their communication skills through routines and theme activities such as learning sounds and letters, reading and listening to stories. Most numeracy skills are supported appropriately by good quality resources, visual aids and staff encouragement during play. Children represent numbers by using their fingers and enthusiastically count other children, staff and objects. They enjoy free access to paint and brushes throughout the session and use their skills to construct a house out of cardboard boxes. Children explore and share their thoughts and ideas through a variety of music, imaginative and role play activities. They are very competent when using technology such as 'V-Tec' computers, telephones, keyboards and cameras. Access to the open plan outdoor play area, the use of physical play equipment and enthusiastic participation in outdoor games promote children's physical development. Children enjoy fresh fruits, milk or water at snack times and learn about healthy eating through projects and toys. They practice good personal hygiene routines, for example, washing hands after messy play, using the toilet and before eating.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. They are encouraged and praised appropriately; their self-confidence is promoted while choosing a favourite nursery rhyme to sing in front of the group with the accompaniment of staff, if needed. Daily risk assessments are effective in identifying and reducing potential hazards on the premises. Security of premises is highly maintained. Children gain knowledge of how to keep themselves safe through regular fire drills, daily routines and 'golden' rules, of which, they are reminded at the beginning of each session, during indoor and outdoor play.

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?	3

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 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.