

# Robin Playgroup

Inspection report for early years provision

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**Unique reference number**

EY293688

**Inspection date**

01/12/2008

**Inspector**

John Earish

**Setting address**

Edward Feild Primary School, Bicester Road, Kidlington,  
Oxfordshire, OX5 2LG

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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**

Robin Playgroup was founded in 1972 and re-registered within the school premises at the Edward Field Primary and Nursery School in September 2004. A maximum of 30 children between the age of two and five years may attend the playgroup at any one time. The playgroup is open on weekdays between 09.00 to 15.15 during school term times and a lunch club is offered between morning and afternoon sessions. All children share access to two secure, enclosed outdoor play areas. There are currently 36 children on roll. Of these eight children receive funding for nursery education. A further 12 receive funding for nursery education at Edward Field Nursery. The playgroup works in partnership with the Foundation Stage to provide 'wrap around care'. Children come from the local community. The pre-school employs six staff, of these, two, including the supervisor, hold appropriate early years qualifications at level 3 or the equivalent. Others hold recognised early year qualifications or are working towards level 2. This provider is on the Early Years Register.

## **Overall effectiveness of the early years provision**

The overall effectiveness of Robin Playgroup is good. All children are warmly welcomed and equally valued. There is a clear recognition of the uniqueness of each child and strong commitment to ensuring that all needs are met. Good levels of supervision ensure that children have equal access to the learning provided for them. Leaders provide clear direction and are good at evaluating what needs to be improved. Consequently, 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:

- ensure that planning contains more specific learning intentions, so that children's progress in meeting them can be judged more accurately

## **The leadership and management of the early years provision**

The staff work well together as a team and are clearly committed to ensure that the children in their care are well looked after, and enjoy the wide range of choices on offer. The playgroup runs smoothly because there are good procedures for its day-to-day management. The playgroup leader and the committee are keen to strengthen the adults' understanding of the new requirements of the Early Years Foundation Stage (EYFS) in order to make children's learning even more effective. Training is actively encouraged. For example, two staff are starting courses on 'Observation, Assessment and Planning and the EYFS' and 'The Key Person Approach'. This demonstrates the strength of commitment to providing high quality care.

Self-evaluation is of good quality. All members of staff have been involved in successfully evaluating the playgroup's 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. For example, good progress has been made at increasing the children's independence through encouraging them to serve themselves and others with fruit and vegetables during snack time. This was a recommendation at the last inspection.

Other factors in the effectiveness of the leadership are the good partnership with parents and the close links with the nursery unit to provide 'wrap around' care. Parents are encouraged to be included in their children's education and are kept informed of progress and developments. For example, parents use the recently introduced 'All about me' booklet to tell staff all about their children. The staff record the children's interests and achievements so that parents can build on these at home. The day-to-day care and development of individual children is allocated to specific members of staff, or 'key persons'. This provides parents with a consistent point of contact.

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 make good progress because they enjoy learning and happily join in the good range of practical experiences and activities that capture their interest and attention. There is a good balance between the activities organised by the adults and opportunities for children to make their own choices. They enjoy a good deal of individual attention and this too helps them to progress well.

Adults are good at building on children's responses to increase communication skills and knowledge and understanding of the world. For example, one boy discovered a thin layer of ice on a saucer in the outdoor play area. He was fascinated by this and held it up to the light. He was encouraged to explain what it was and explained that it was 'cold and hard'. He then excitedly showed the others that his hands were now cold because he had handled the ice. These interventions contribute effectively to children's good progress in their learning.

The children have access to a large outdoor area that is shared with the nearby nursery. This is well planned so that young children can explore and play individually or in small groups. However, the playgroup is busily raising funds to develop an albeit very much smaller area that is much closer to their classroom so that children can 'flow freely' between the activities organised inside the room and those outside. This will encourage them to make even more decisions about what they are learning.

Good progress has been made at using assessment information to plan the next steps in learning. The adults are keeping detailed notes of pupils' activities which

they share with each other. These are used to plan the next stages of learning. However, more needs to be done to ensure that the learning intentions are more specific, so that children's progress in meeting them can be accurately judged and measured. This information can then be used to adapt further the activities to make them even more demanding.

Children who have learning difficulties and disabilities are very well catered for. Each child has an individual learning plan with targets that are clear, realistic and easily measurable. This is a good model to follow when planning for all children's needs. One parent, whose daughter has disabilities, was extremely positive about all that the playgroup had done to adapt the curriculum so that she could play a full part and be active in the activities.

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 contribute well to the environment for learning through their enthusiasm, cheerfulness and readiness to make friends. They make good progress 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 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.