

Coppice Playgroup

Inspection report for early years provision

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Inspector

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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 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

Coppice Playgroup has been registered since 1994. It is based in St Stephens Church Centre, located in Solihull. One large hall, one smaller room and ancillary facilities are used. There is an enclosed outside play area. A maximum of 32 children may attend at any one time. The group is open each week day from 09:15 to 11:45 term time only.

There are currently 45 children attending all of whom are in the early years age group. Children attend for a variety of sessions each week. The group serves children from the local area. The majority of children receive funding for early education. The group currently supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The group employs seven staff. Of these, six staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Each child's individual needs are identified, regularly assessed and understood by staff ensuring that the majority of welfare, safety and learning needs are well-promoted. Children enjoy the learning environment, interaction of the staff and the activities provided. The partnership with parents and their involvement with the setting is good and contributes to ensuring children's individual needs are met. The majority of children make good progress as staff effectively evaluate the activities and resources provided and have clear plans for future development.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to understand the importance of physical activity and making healthy choices in relation to food
- ensure documentation is up to date and that appropriate policies are shared with parents.

The leadership and management of the early years provision

The playgroup staff have a good understanding of the welfare and education requirements of the Early Years Foundation Stage (EYFS). They effectively implement their policies and procedures especially those relating to children with learning difficulties and/or disabilities and those for whom English is an additional language. Adult-child ratios are maintained above those required and an active parent's rota means that children have good access to adults at all times. Staff are committed to attending additional training and professional development and using

the knowledge gained to improve the learning opportunities offered to the children. The committee supports this as training is included in the group's budget. Parents are asked for their comments, at regular intervals via questionnaires, and are actively involved with all aspects of the groups operation.

There is a good range of policies and procedures in place but not all essential policies are shared with parents and some have not been updated. For example, child protection and Ofsted's contact details. Parents are provided with daily opportunities to talk to staff, free access to their children's learning folders and, in the entrance, clearly displayed information on the groups activities, themes and future events. Any requests, ideas or comments from children or parents are taken on board and included in the group's planning.

There is a good capacity for continuous improvement as shown by the group's future development plans and effective management of previous recommendations. All children and parents are treated with respect and all aspects of individual care are taken on board, managed well and progress made recorded. Well-documented observations and assessments show that children are progressing well.

The quality and standards of the early years provision

The majority of children are very confident and eager to start playing on arrival at the playgroup and there are very good relationships between the children and staff. Children can self-select from the range of age appropriate toys and equipment set out for them and, as storage is outside of the play room, staff ensure, via their planning, that all resources are regularly rotated providing interest and stimulation, both indoors and out. The staff use a range of observations to assess children's ability and understanding including; age, past and present experiences, enthusiasm and interest or disinterest in activities. The results are used to plan for children's next steps in learning and development and are included in the group's development plans, with key workers ensuring that activities are appropriately adapted for children with additional needs. Information regarding children's activities, achievements and progress are communicated with parents on a daily basis and also via individual learning folders and information boards. They are asked to comment on how they feel their children are progressing, to make suggestions and provide ideas on how to meet the next steps for their children's learning and development and improvements to the group's overall operation.

There is a good range of adult-led and child-initiated activities with the staff encouraging children to explore and investigate however, staff do not provide sufficient opportunities for children to extend their knowledge about the benefits of healthy eating and physical activities. They do provide excellent role models and are caring and consistent in their approach to the children. As a result children are confident and well behaved. The staff use the outside area daily and are fully aware of the restrictions due to the surface. They have made extensive plans to provide an all weather play area. Indoor physical play is also provided daily. Children develop their knowledge about their local area and the wider world as they enjoy walks, visit the adjoining school and have a wide range of activities to

extend their knowledge of different countries, languages, cultures and food. Staff deliver this information through a range of different mediums. For example, art, play resources, food tasting, different written languages and the celebration of festivals.

Children are learning how to problem solve for themselves as staff ask suitable questions about play equipment and activities. They ask children to compare size, shape, colours and numbers. Imaginative play is a strength. The children had visited a zoo. The home play area had been transformed into a vets surgery. Children were provided with appropriate resources; a phone, writing paper and pens, to make appointments, bandages and 'medical' equipment. Children were enthusiastic and were able to explain the differences between a dog and a rabbit, what their tails were like, the noises they made and what they ate. Staff had provided supporting equipment like books, small and large animals with different textures and responded very well when children needed to be bandaged instead of the animals! Staff actively encouraged conversation and language development across all activities.

The staff have a good understanding of healthy eating and ensure children are provided with a healthy and nutritious range of snacks, which include fresh fruit and vegetables but don't always share this effectively with the children. Children have free access to drinks at all times and some independence at meal times and in all areas of personal hygiene are encouraged. Staff provide children with clear information on how to prevent cross infection as they discuss why children should use a tissue to blow their nose and then dispose of it appropriately.

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?	3
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

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