

# Quinton Playschool (Great Wyrley)

Inspection report for early years provision

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<b>Unique reference number</b>	218209
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Shirley Amanda Wilkes
<b>Setting address</b>	St Andrews Church, Hilton Lane, Great Wyrley, Walsall, West Midlands, WS6 6DS
<b>Telephone number</b>	07944 442587
<b>Email</b>	
<b>Type of setting</b>	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

Quinton Playgroup has been registered since 1992. It operates from St Andrews Church Hall in the village of Great Wyrley. It is a single story building with toilet facilities easily accessible. There is a small enclosed outdoor play area.

The playgroup is registered on the Early Years Register and may care for a maximum of 30 children from two to five years at any one time. There are currently 41 children on roll, all of whom are in the early years age range. The playgroup opens for five days per week during school term times. Sessions are from 9:30 to 12:00

There are 10 part-time staff working with the children most of whom have relevant early years qualifications to NVQ Level 2 and 3. The playgroup supports children with learning difficulties and/or disabilities. .

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children spend an active and stimulating time at pre-school, where they progress well with their learning and development. There is a good working partnership with parents which ensures they are kept informed of their child's care and learning. The setting plans a good balance of activities that help children make good progress, however, these plans do not clearly record the next steps in children's learning. Self-evaluation to identify strengths and areas for development, lack formal structure to the way evaluation happens.

## What steps need to be taken to improve provision further?

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

- complete a self assessment to include strengths and weaknesses of the provision for children within the Early Years Foundation Stage New
- develop the systems for observation and assessment to ensure each child's progress and planning for the next steps meets their development and learning needs
- ensure children are protected from cross-contamination when washing and drying hands after messy play and before eating.

## The leadership and management of the early years provision

There is a well established staff team within the setting. Most of the staff are qualified and have a wealth of experience with young children. Staff are conscientious about ensuring risks are minimised at all times, through completing risk assessments and being alert to issues of safety. The staff maintain accurate records relating to all aspects of the care of children and they liaise with parents to

ensure that all are working together. Staff reflect on what is happening on a day-to-day basis and they attend training courses to develop their skills, although there is no structure to their self-evaluation at present. There is an interesting range of information available to parents, which keeps them up-to-date with what is happening in the setting.

Staff deployment is consistently good so that children can play happily in different rooms assured of adult supervision. Staff are aware of the individual needs of the children in their care and they work with outside agencies and parents to support families. All staff and managers have a good knowledge of safeguarding children and ensure that they are well-protected throughout the setting. The child protection policy is comprehensive and shared with parents and carers so that they understand the duty of care for the setting to act in the best interest of the child at all times.

## **The quality and standards of the early years provision**

Children are confident and familiar with the routine of the sessions and they soon settle into play. They have a good sense of belonging as they select cards to register themselves as they arrive. Any hesitant children are quickly reassured by staff and soon join in with the other children. Children have lots of choice about the activities they wish to take part in and there is a good balance between adult led and child initiated play. A lot of thought is put into the equipment that is attractively displayed in a welcoming way before children arrive. Children develop a friendly rapport with the caring staff and they are progressing well with all aspects of their social development. They receive encouragement to behave well and staff frequently offer verbal praise to them. Staff are proactive in ensuring that children are kept safe within the setting. For example, the premises are secure and toys that could be a trip hazard are quickly picked up. Regular fire drills ensure children can be evacuated quickly and safely in the event of an emergency.

Children are developing an understanding of following a healthy lifestyle as they follow themes on healthy eating and prepare and eat vegetable soup. Staff create smaller groups for morning snack times to enable children to feel more confident and to enjoy their nutritious snacks in a more peaceful atmosphere. Children are able to freely access drinks throughout the session. Staff encourage children to wash their hands after toileting in the bathroom. However, the communal bowl used after messy play and before snacks does not protect the children from cross-contamination.

The group celebrates various festivals, looks at other cultures and tastes different foods from around the world and have equipment which reflects the diversity of society. Activities around Chinese New Year enable children to learn through their senses in an enjoyable and informative way, for example eating noodles with chopsticks. The children also learn about their local community and take part in local events, for example, their float at the village carnival. Children are progressing well with understanding of early number as they take part in and counting activities. Children also talk about shape when completing their valentine creations. Children explore mark making and sounding the letter's on cards during

circle time. Children's physical development is encouraged by having the opportunity to use wheeled toys and taking part in 'keep fit sessions'. Children receive good one-to-one support from the staff as they learn through play.

There is a key person system operating in the playgroup and children's individual development is observed regularly, however they are not used effectively to assess and identify children's next steps. This means that their learning is not fully supported in enabling them to reach their full potential and challenge is limited for some older more able children.

## 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.	3

### 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?	3
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?	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

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 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.