

# Swindon Village Early Years

Inspection report for early years provision

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<b>Unique reference number</b>	101691
<b>Inspection date</b>	09/02/2009
<b>Inspector</b>	Ruth Tharme
<b>Setting address</b>	Church Road, Swindon Village, Cheltenham, Gloucestershire, GL51 9RE
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<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

Swindon Village Early Years is a privately run playgroup that has been registered since 2001. It is sited in the village hall in Swindon Village, which is on the outskirts of Cheltenham. The playgroup serves the local community and the majority of children transfer to Swindon Village Primary School.

The playgroup is registered on the Early Years Register to provide care for a maximum of 28 children in the early years age group at any one time. There are currently 49 children on roll. Funding for the provision of free early years education is available. The playgroup is open every morning and on Monday and Wednesday afternoons during school terms. The playgroup makes use of the main hall and the surrounding playing field.

There are seven regular staff members, all of whom have relevant qualifications. The playleaders are both qualified to level 3. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group has good links with the local infant school and uses the school playground for some outdoor play. Children also go on outings around the village and to the local park, church and farm.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's progress in their learning and development is consistently good in all areas. The setting is highly inclusive, which means that all children receive appropriate support and have their needs met. Very strong partnerships with parents and other professionals involved in children's care mean that children benefit from a consistent and well-considered approach. Adults are knowledgeable and take positive steps to promote ongoing improvement in the outcomes for children attending the setting.

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

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

- ensure that procedures to prevent unauthorised access to the premises are consistently implemented
- review the presentation and availability of books to promote children's enjoyment of a wide range of fiction and non-fiction

## The leadership and management of the early years provision

The playleaders have high aspirations for the quality of their provision. There is a strong emphasis on self-evaluation which effectively drives future improvement. Areas identified for improvement are given careful consideration, taking account of the views of parents and children which means the action taken is well targeted

and beneficial to all. Good use is made of locally available training and support which is reflected in the knowledge and skills of adults in the setting. Arrangements for health and safety are generally well considered and effective. The risk assessment programme ensures that hazards are identified and addressed but some safety measures are occasionally insufficiently implemented which means that on brief occasions the premises are not secure. Exemplary partnerships with external agencies and services ensure that children get the support they need. The setting works closely with local schools, other providers and health services.

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

Children make very good progress in all areas of their learning and development. This is because adults have a clear knowledge and understanding of the Early Years Foundation Stage and use their well-established observation and assessment programme to plan and provide engaging activities that are based on individual children's needs and interests. Key workers make accurate assessments of children's progress using their own judgements, information from parents and from other settings attended by the children. This gives them a clear basis for future planning and ensures that children have appropriate targets and their needs met.

Children learn how to keep themselves healthy. They arrive to a well-balanced breakfast which means that they are well fed and ready to play and learn when the session starts. They help themselves to readily available water throughout the session, keeping themselves suitably hydrated. Physical activity is positively encouraged which means that children enjoy exercise every day, both in and out of doors. They make good use of the surrounding playing fields and equipment such as a climbing frame and see-saw in the main playroom. They join in enthusiastically with the morning 'shake awake' session. Children know how to keep themselves safe, for example, taking turns on the slide so nobody gets hurt. Evacuation drills are practised regularly so children know what to do in an emergency. They develop a good sense of road safety as they take regular walks around the village.

A highly effective key worker system means that adults know the children and their families well. Good relationships are forged which help children to feel safe and secure. Those with learning difficulties or disabilities are exceptionally well supported as adults are very proactive in assessing needs, adapting practice and working with parents and health and social services. This includes accessing training in preparation for children joining the setting later in the year.

A good range of activities are available, giving children opportunities to make choices for themselves. Care is taken to present activities attractively and resource them well. Consequently, children are interested and engaged. However, the book corner is sometimes less well presented and the range of books limited so children do not always make best use of it. Children's behaviour is good. They are clear about the boundaries set as they have been involved in devising their own 'golden rules'. Adults consistently acknowledge when children behave well, using praise appropriately.

Parents play a key role in their children's learning. They have access to resources and ideas for activities that they can make use of at home. They regularly contribute to the assessment of their children's progress and meetings with key workers mean that they are kept well informed. They know about future plans so they can discuss them at home with their child.

## 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?	1
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?	1
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?	1
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 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.