

Avening Playgroup

Inspection report for early years provision

Unique reference number	101752
Inspection date	01/04/2009
Inspector	Susan Esther Harvey
Setting address	Sunground, Avening, Tetbury, Gloucestershire, GL8 8NW
Telephone number	01453 832695
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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

Avening Playgroup opened in 1972 and operates from a purpose-built building in the village of Avening. Children have access to an enclosed outdoor play area. The playgroup is situated in a rural location near the town of Stroud in Gloucestershire. The group opens daily in term-time between 09:15 and 12:15.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the playgroup at any one time. There are currently 15 children from two to- under five years on roll, some in part-time places. The playgroup can support children with learning difficulties.

There are three members of staff, all hold appropriate early years qualifications to NVQ Level 3, and one member of staff has achieved Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the provision is good. Children are cared for in an inclusive, stimulating and creative environment. The process for self-evaluation is very effective and fully supports the outcomes for children's welfare, learning and development. The uniqueness of each child is routinely met by staff through well-organised activities and resources. Extremely effective contact with parents and others involved in the children's care and education ensures that the individual needs of children are fully met. Children make good progress in all six areas of learning. There is a positive outcome for children's learning and development because staff reflect on their practice and continually make the necessary improvements.

What steps need to be taken to improve provision further?

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

- increase children's understanding of the importance of physical activity in maintaining a healthy lifestyle

The leadership and management of the early years provision

Staff organise the playgroup and daily routine very effectively so that all children are provided with a variety of learning opportunities in a safe and secure environment. Good quality resources are at a level where children have easy access to them and make choices for themselves. Children have the opportunity throughout the morning to play outside and to take walks with the staff in the surrounding countryside. This experience is unique for the children and includes walking amongst trees, seeing ponies, chickens and ducks feeding in the field next to the playgroup.

The staff reflect regularly on their practice using evaluations and parents views to identify further improvements. A suggestions box gives parents the opportunity to add their comments on a regular basis. There is a strong commitment in providing parents with a wide range of information about their children's time in the playgroup. An excellent process is in place for parents and others to be part of a two-way-flow of information. For example, where children attend other settings a contact book has been introduced so that there is an all-round picture of children's individual learning programme. Parents take part in the children's learning as many are part of the rota of parents who complete a duty, also, the committee is made up of parents. As a result, there is a clear partnership established between parents and staff, which has a great impact on how children are supported.

Children benefit from the commitment staff have to further their professional development through training and attending courses. This includes the Early Years Foundation Stage training, a music course, letters and sounds, food hygiene and child protection. As a result, staff members secure understanding of child protection policies and procedures supports children's well-being. Through the staff members' sound understanding of the Early Years Foundation Stage framework, parents are fully informed about their children's development and learning. This includes detailed learning journals filled with photographic evidence and examples of children's art work.

The quality and standards of the early years provision

The playgroup staff and committee provide good quality care for children. They are happy, confident and self-assured as they move from the inside to out-of-doors in order to extend their learning through play. For example, children play under a covered area where they hunt for treasure amongst the sand pit and move on to create treasure maps using the writing equipment stored in drawers. They send letters while sitting at small tables using stamps and envelopes. The 'post man' takes responsibility for delivering them to the correct person. Children sing, accompanied by their own music played on tambourines and drums while sitting under the cover of a sheet draped over the lower part of a climbing frame. The impact for children using the extended outdoor area enables them to increase their play opportunities and gives a different aspect to their learning. Appropriate questioning techniques by staff enables children to think through problems for themselves, as a result, it increases their thought process and assists in helping them to learn how to make decisions for themselves.

Children are well behaved and are good at learning to share with such things as the computer and favourite dolls, by using a large sand timer. Staff are good role models and carefully show children the affect their behaviour has on others through gentle handling. Staff are kind and patient, they are energetic in their work with the children, which assists in giving them a sense of security during their time in the playgroup. Through a positive attitude by staff, children are learning a mixture of life skills. This includes being polite, taking turns and being independent, as well as, learning to use the correct utensils when spreading their topping on toast and pouring their own milk or water at snack time. Although children eagerly take part in warm-up sessions first thing in the morning and run

around outside, they have limited opportunity to develop an understanding of the effect regular physical activity can have in maintaining a healthy lifestyle.

Children's health is supported and improved through the choice of healthy snacks. They spontaneously wash their hands before snack and after using the toilet. Staff are proactive in helping children to use tissues and wash their hands afterwards, resulting in preventing the spread of infection. Children have access to regular drinks throughout the morning and know when they are thirsty. By learning to tidy away toys and being involved in an emergency evacuation drill, children understand the need to keep themselves safe. A detailed risk assessment protects children from harm in all areas, indoors, outside and on outings.

Children are provided with first hand experiences when learning about the world around them. They have the chance to grow vegetables and flowers, learn the role of a vet while attending to ponies in the field. They learn about the importance of recycling and use empty cereal boxes to create three dimensional models. Visits to the library enable children to understand their role in the local community and enjoy the practical experience of making chocolate Easter nests to share with parents. Quality books and resources enable children to celebrate the similarities and differences in a diverse society.

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?	1
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?	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.