

Tredington Teddies Playgroup & Toddler Group

Inspection report for early years provision

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| Unique reference number | 101693 |
| Inspection date | 02/10/2008 |
| Inspector | Jeffrey Plumb |
| Setting address | Tredington Primary School, Tewkesbury, Gloucestershire, GL20 7BU |
| Telephone number | 07982188889 or 01684 293 617 |
| Email | |
| 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

Tredington Teddies Playgroup and Toddler Group first opened in 1981 and is managed by a voluntary committee of most current parents. It is situated within a single-storey building in the grounds of the primary school. The playgroup has its own enclosed, outdoor, play area. Children use the school playground and adventure playground. A maximum of 24 children may attend the playgroup at any one time. The group is open on all weekdays during term times from 08.45 to 12.30. Babies and younger children with their parents and carers are welcome at the Friday morning session. There are currently 24 children from two years nine months to under five years on roll. Of these, nine children receive funding for early education. No funded children have learning difficulties and/or disabilities or speak English as an additional language, though the staff have experience of supporting such children. The playgroup employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The staff welcome support from parents on a rota basis. The group has close links with the school and is supported by a fieldworker from the Gloucestershire Playgroup and Toddler Association. This Provider is on the Early Years Register.

Overall effectiveness of the early years provision

Tredington Teddies Playgroup and Toddler Group provides very effectively for children in the EYFS. A good planning system involves the children and staff and ensures that the children enjoy their learning in the playgroup and make good progress. However, parents are not sufficiently involved in the planning. The staff team are skilled at ensuring the learning environment is both safe and provides a rich stimulus to promote the children's enjoyment of learning. The committee chairperson has a very good knowledge of the strengths and areas in need of improvement within the playgroup and works in an effective partnership with the staff to enrich the children's learning experiences. The playgroup leader provides good leadership, but is not sufficiently involved in monitoring the quality of teaching within the playgroup.

What steps need to be taken to improve provision further?

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

- develop a system to effectively involve parents in the planning for their children's learning to raise their achievement
- develop and implement a robust system to monitor the quality of teaching and learning, which fully involves the play leader, to raise the children's achievement.

The leadership and management of the early years provision

Effective systems ensure that the children are safe and secure. A buzzer on the door to their class room ensures against unwarranted entry. The play leader regularly checks the toys and throws out any with cracked and rough edges. Each day before the children arrive, she checks the safety of the room they use. Child protection procedures are robust. Risk assessments, particularly of the planned exciting off-site visits, are thorough and detailed. The provision is effectively monitored by the chairperson of this playgroup. Decisive action is taken to make improvements from that monitoring. Since the last inspection, new policies have been implemented to ensure that the recommendations made have been addressed. However, the play leader on a day-to-day basis is not sufficiently involved in observing the interactions between her teachers and the children.

The play leader is totally committed to improving her skills and knowledge base. She ensures, too, that other staff have opportunities for good professional development which really benefit the children. Communication with parents is very effective. The home-to-playgroup diary is a very effective tool to keep parents informed of the progress their children make on a day-to-day basis. However, the play group leader does not sufficiently involve the parents in the planning to improve their children's learning. There is a very effective partnership with the Gloucestershire Playgroup and Toddler Association, which benefits the children. In particular, this partnership improves the amount of resources available to support the learning of the children because this association gives valuable financial backing to the playgroup.

The quality and standards of the early years provision

Children make good progress. They achieve above that found typically for children of their age, particularly in their language development and mathematical skills. Planning takes careful account of children's interests and extends them in their learning. Assessment based on meticulous observations of what the children do well and struggle with, is used very effectively to plan their next steps of learning. Consequently, children are moved on with their learning at a rapid pace and achieve very well. For example, the play leader observed that the children enjoyed painting their hands. She used this observation to encourage them collaboratively to plan a super wall play and successfully encouraged the older children to write their names accurately and independently underneath their displayed hands.

This is a very inclusive play group. Observations of children's engagement and interests are used to plan activities which met their needs. Each staff member has a key group of children to work with to ensure that every child is fully included in and benefits from the wide range of exciting activities. They support the children in gaining independence in toileting themselves and washing their hands without prompting after using the toilet. Resources are positioned in such a way that children can find what they need for tasks by themselves. Children are equipped very well to adopt healthy and safe lifestyles. The outdoor play area is excellent and is used to fire children's imaginations as well as to support their development

of excellent physical skills.

Children learn about the use of money through playing going to a garden centre in their role play area. Through joining with children in the Foundation Stage at the primary school, they begin to make a positive contribution to the community by bringing gifts at Harvest to be distributed to senior citizens in the village. The care, love and welfare of the children lie at the heart of this very good play group.

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

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| 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

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| 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

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| 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? | 1 |
| 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.