

Edgar Sewter Playschool

Inspection report for early years provision

Unique reference number 251469
Inspection date 27/01/2009
Inspector Ruth Frith

Setting address Edgar Sewter Community Primary School, Norwich Road,
Halesworth, Suffolk, IP19 8BU
Telephone number 01986 873194
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Edgar Sewter Playschool opened in 1999. It is a committee run playschool which operates from a room within the Edgar Sewter County Primary School, in Halesworth. The group has access to an enclosed outdoor play area and also uses the school's nursery outside area. The building provides suitable access for children or parents who are disabled.

The playschool serves children from two and up to three years of age who are from the local area. The maximum number of children the playschool can take at any one time is 15 and there are currently 26 children on roll, including 15 funded three year olds. Children attend for a variety of sessions. The setting has arrangements and the expertise to support children with learning difficulties and/or disabilities and those who speak English as an additional language although, currently, there are no children with these particular needs. The playschool opens five days a week during school term time. Sessions are from 09:00 to 11:30 and 13:15 to 15:15. Four staff work with the children. Three have level 3 and one has level 2 early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and it is a member of the Pre-School Learning Alliance. The playschool is placed on the Early Years Register.

Staff also run a breakfast club from 08.00 to 09.00, an out of school club from 15.15 to 18.00 during term time only and a holiday club from 08.00 to 18.00 during the school holidays. On a Friday afternoon, the setting also operates a toddler group for parents and children. The setting is also placed on the voluntary and compulsory parts of the Childcare Register for these additional provisions.

Overall effectiveness of the early years provision

Staff in this effective provision provide a warm, welcoming atmosphere and a range of interesting activities which maintain the children's interest and develop their enjoyment in learning. All children are fully included in all activities, have their needs well met and as a result, thoroughly enjoy playschool and make good progress. They are well cared for and good arrangements are in place to ensure their health and safety. Good leadership and management ensure that the playschool runs well on a day to day basis. Effective reflection and self-review ensure that there is good capacity to improve further.

What steps need to be taken to improve provision further?

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

- extend the good start made on self-evaluation and ensure findings are appropriately recorded
- ensure that the recently introduced formal system for gaining parents' views of provision and what their children enjoy doing are firmly embedded.

The leadership and management of the early years provision

Leadership and management are good and reflect the high aspiration of the manager. An effective lead is given to staff who respond well and share the manager's vision for the setting. Staff are very experienced and well trained. They have a good understanding of how young children learn and are keenly focused on creating a stimulating environment where children are helped to make good progress in their learning and development. There is a common sense of purpose between all adults who all work together well as a strong team. Additional responsibilities, such as those for child protection and for ensuring that children with additional needs are able to participate fully, are appropriately allocated. Procedures for safeguarding children are robust and regular risk assessments undertaken. All the necessary checks are made to ensure that staff are suitable to work with children. Day-to-day discussions and formal weekly meetings encourage reflective practice where all are encouraged to identify what has been successful and what can be improved. The formal recording of this, to support the setting's otherwise effective self-evaluation, is in its infancy. Issues identified during the last inspection have been addressed and have led to a range of improved practices in several areas.

Good links with parents are developed through discussion about the children's achievements and progress. Parents enjoy looking at their child's 'Learning Journey' which shows what they have achieved. These documents are proving very effective in involving parents in their children's learning and development. In addition, regular newsletters and the notice board also ensure that parents are aware of what is happening in the playschool. Staff are at the early stages of formally gaining parents' views about what their children enjoy doing, the strengths of the playschool and how it can be improved. The very effective role of the 'key worker' results in each child developing strong relationships and becoming confident, as well as providing a good channel of communication between playschool and home. Parents are very positive about the playschool and what it provides for their children.

The quality and standards of the early years provision

Children are happy and thoroughly enjoy their learning in this safe and supportive environment. Staff are welcoming and friendly and together with helpful routines ensure children enter the sessions enthusiastically and settle very well. The focus on the recently introduced new national expectations and requirements for children under five is used well to provide a range of activities. These provide a good basis for their learning both in the classroom and outside and maintain their interests and enthusiasm. As a result of effective planning, children make good progress in their learning and development in relation to their age, ability and starting points. Good, regular assessments and observations of learning and achievement take place. These are used to identify future activities and build a profile of the child's development. A good balance of activities is provided which focus on the children learning alongside an adult or learning by following their own interests.

Children make good progress in their personal, social and emotional development, which is supporting their learning throughout. Clear expectations and guidance regarding how children should behave are sensitively given. Children are encouraged to play purposefully and become creative and imaginative, for example, by making 'lucky money envelopes' to celebrate Chinese New Year or by preparing a party to celebrate this occasion. They share resources and work together well, for example, when creating games with a castle and knights on horseback. Basic skills are developed well when storybooks are shared and children are encouraged to count and recognise colours. These, together with their well-developed social skills make a valuable contribution to the children's future learning and economic well-being. Children behave very well because they thoroughly enjoy their learning. For example, they react enthusiastically to a visiting musician and, as a result, are developing rhythm as well as singing loudly and quietly. They make a good contribution to the playschool community by making friends and joining in, and responding well to those who work with them.

Staff show high levels of commitment and good quality care. They understand the policies which promote children's personal development and well-being and this is clearly evident in everything they do. Children learn how to stay healthy by being hygienic and washing their hands before snack-time. They are effectively encouraged to make sensible choices about what they eat and drink. Children acting as special helpers gain much from preparing the snack and are able to name a range of fruit which 'is good for you'. Staff encourage children to try different food, for example, fortune cookies. The children respond very well and are very excited about the messages inside. They learn about staying safe whilst having the freedom to play. Particularly good links with the primary school encourage their sense of security as they move to their next stage of schooling.

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?	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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.