

Weedon Lois Playgroup

Inspection report for early years provision

Unique reference number EY381324
Inspection date 11/02/2009
Inspector David Shepherd

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Weedon Lois Playgroup was established in the 1970s and moved to its present site in 2008. The playgroup operates from a classroom in Culworth CE Primary School, serving the local community and surrounding villages. The premises consist of a classroom, kitchen area, toilet facilities and a small outdoor play area. The playgroup also has use of the school hall, playground, garden, field and library. Disabled access is through the main entrance. The playgroup is registered for 20 children from two years to five years at any one time, 15 of whom are in receipt of nursery funding. The playgroup is open each weekday during term time between the hours of 09.15 and 12.15 for the morning sessions and 13.15 and 15.30 for afternoon sessions on Mondays during the summer term. Some children stay for an extended lunch session until 13.00. The playgroup is able to support children who have learning difficulties and/or disabilities and who speak English as an additional language. There are six members of staff who hold enhanced Criminal Records Bureau disclosure certificates. Four staff have NVQ Level 3 certificates and three hold paediatric first aid certificates. Some staff are training for further early years qualifications. The playgroup is run by a committee.

The playgroup has good links with the school and with other schools to which the children transfer. The playgroup receives good support from the Pre-school Learning Alliance and local authority that provides appropriate guidance with special educational needs. The playgroup is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Weedon Lois Playgroup meets the welfare and learning development needs of children well. It is a very inclusive setting where relationships between practitioners and children are very good and children respond readily to what they are asked to do. A wide variety of activities are provided for children that reflect all aspects of Early Years' Foundation Stage provision. Links with parents are good. The manager has identified some useful areas of improvement for the future and, along with her staff, has a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- bring together existing policies and procedures to form one central policy for safeguarding children, that is understood by all staff

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (W1 Promoting good health)

31/03/2009

The leadership and management of the early years provision

The playgroup maintains policies and has established procedures that ensure the safe and efficient management of provision so that the needs of all children are met. However, these have not yet been drawn together to form one central policy on safeguarding. Children are supervised effectively by appropriately qualified practitioners, some of whom are well qualified. Three practitioners are training for further qualification to help improve provision further.

Practitioners are reflective of the way provision helps children to learn and progress. They share their expertise with each other at staff meetings and at the beginning and end of each session. The manager has used national guidance well in order to reflect on all aspects of provision by completing the recommended self-evaluation form. Many useful evaluative comments are included in the self-evaluation form. However, not enough thought has been given to completing the sections on helping children to develop skills for the future and welfare. The overall quality of self-reflection and its success in promoting children's development indicates that the capacity to make improvements is good.

Practitioners are deployed well. Each acts as a key worker for small groups of children. Key workers know their children very well and assess and record the progress the children in their group are making under the six areas of learning. They record progress informally on the imaginative 'We can tree' that records the progress of all children on cut out leaves on a tree in a class display. Records of progress are also included in individual folders that are discussed with the schools to which the children transfer. These records include targets set for children to help them make more progress. For instance, targets in these records are similar to; 'to understand new rules for free flow outdoor play' and 'to advance accurate counting beyond 10'. They also compile a record of children's development by keeping photographs and children's work that is given to children as a keep-sake when they leave. The content of each of these individual records shows the way the children's good progress has been sustained. However, they are not presented in the most effective way at present.

Practitioners ensure that the children are very safe. External doors are fitted with key pads, daily risk assessments are carried out to ensure that no unnecessary accidents take place, daily checks are made of equipment and toys in case any damage has taken place and children are closely supervised at all times. Risk assessments are also carried out for walks around the school grounds and village.

All children are included in activities because they are encouraged to do so by practitioners who keep an eye on what each child is doing. The needs of all children, including those with learning difficulties, are met well.

Links with parents are good. The introductory pack includes much information about the aims and objectives, activities and time-table for the day. The admission

form includes useful information but does not include parental permission for seeking medical treatment.

The quality and standards of the early years provision

Practitioners are attentive to the welfare and learning and development needs of the children and sustain these effectively. This helps them to achieve well in all aspects of their development. The classroom is bright and colourful and includes some attractive displays of activities in which children have been involved. For example, the photographic display shows children taking part in a range of interesting indoor and outdoor activities that reflect early years provision in the six areas of learning.

The motto of the playgroup is `Learning through play` and this is evident in all the activities prepared for the children. Because of extreme weather conditions of frozen snow and ice, it was not possible to observe children outdoors during the inspection, but they played happily indoors on a variety of activities of their own choosing. Children enjoy and contribute well to their learning by playing computer games, painting, eating in a 'Chinese restaurant' to celebrate Chinese New Year, taking part in role play in a kitchen and playing with small toys. From time to time, practitioners call the children together appropriately to carry out some tasks together. These include listening to stories, singing nursery rhymes such as, `Baa Baa Black Sheep` and `I'm a Little Tea Pot` and having lunch. Throughout these activities, children are encouraged to think about what they are doing and develop good social skills and adopt healthy, safe lifestyles, for example, by learning the importance of not hitting each other.

Children behave well and are developing good social habits for their age. Children are good early learners and are well prepared for the next stage in their schooling. This is because practitioners encourage them to walk around the classroom sensibly and consider other children and adults when they are carrying out their activities.

Activities are planned thoughtfully for the children and are based upon assessments that have been made by key workers. These are recorded in children's individual files on child observation sheets. In this way, children receive good help and support that is focused on their particular needs and stages of development.

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?	1
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?	1
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

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 registration

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.