

The Village Playgroup

Inspection report for early years provision

Unique reference number 218261
Inspection date 24/06/2009
Inspector Jasvinder Kaur

Setting address Village Hall, Pinfold Lane, Cheslyn Hay, Walsall, West Midlands, WS6 7HP

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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 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

The Village Playgroup opened in 1977. It operates from the main hall, part of the Cadman Suite and the Civic Room in the village hall, which is situated close to the centre of Cheslyn Hay. The playgroup serves the local area and beyond. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. The group has access to a secure outdoor play area.

The playgroup is registered by Ofsted on the Early Years Register. A maximum of 34 children from two years to under five years may attend the setting at any one time. There are currently 69 children on roll who are within the Early Years Foundation Stage (EYFS). Children attend for a variety of sessions. The setting is open from Monday to Friday from 09.30 until 12.00 during school term times and for some days during the school holidays. The setting supports children with learning difficulties and/or disabilities.

There are nine members of staff working directly with the children, five of whom hold relevant childcare and education qualifications to Level 3. One staff is currently working towards a Level 3 qualification and two staff hold Level 2 qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children are provided for successfully in all aspects of the Early Years Foundation Stage (EYFS). Policies and procedures are effective and inclusive for those children who attend, and staff ensure that the learning environment and resources are available to all children. Good partnerships with parents and professionals from the local authority make certain that all needs of children are met. All staff are committed to improving the quality and standard of education and care through continuous self evaluation, although children's records lack some information.

What steps need to be taken to improve provision further?

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

- take necessary steps to safeguard children, with particular reference to the security of the playrooms while other users are on the premises and by ensuring that access to the playgroup is always monitored
- improve the two-way flow of information with parents with regards to who has legal contact and who has parental responsibility for the child.

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

- request written parental permission to seek any necessary emergency medical advice or treatment

01/07/2009

(Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Children independently access well-organised resources in a clean, bright and colourful environment, where they are confident with well-trained staff. An effective key person system ensures that children become familiar with the provision and feel safe. Systematic recruitment procedures are in place for ensuring that children are cared for by staff who have appropriate qualifications and experience and have completed appropriate checks. All staff have a clear understanding of safeguarding children, so that they are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice.

The staff are pro-active in accessing training to continually improve their knowledge and skills. Training includes paediatric first aid, child protection, inclusion matters, diversity, autism, behaviour management and workshops on the Early Years Foundation Stage. The evaluation of the setting includes listening carefully to the views of parents, staff and support officer from the local authority. Most policies and procedures have been updated in line with EYFS, and information is shared with parents. The staff have provided new resources to accommodate the interests and needs of all children, and the action and recommendations raised at the previous visits have been met successfully. Adequate risk assessment and daily safety checks are carried out in all areas to eliminate hazards. However, security of the playrooms is not fully maintained while other users are on the premises, and visitors are not routinely asked to sign the visitors' book. This compromises children's safety.

Children's individual needs are met effectively through positive partnerships with parents and a two-way exchange of information on a daily basis. Parents are actively involved in raising funds to support the playgroup, and as volunteers and committee members. Appropriate opportunities are provided to discuss children's progress. However, the information on the consent form is not sufficiently specific in respect of seeking any necessary emergency medical advice or treatment, or who has legal contact and who has parental responsibility for the child. The staff are experienced and trained in respect of working with children who have identified learning difficulties and/or disabilities. They are pro-active in working with other professionals involved in promoting specific children's needs, such as speech therapists, and with schools and pre-school settings in the area. This ensures that each child benefits from a positive experience whilst at the setting. Tasting oriental foods and celebrating festivals of different religions and cultures all through the year, as well as a selection of resources and displays depicting positive images of diversity, help children to understand and respect the values of others.

The quality and standards of the early years provision

Good quality resources are deployed to enable children to have free access and make choices of their play. The staff are developing their observation skills to assess effectively the progress which children make. They all contribute to planning, which contains detailed information on the six areas of learning and development to cater for the needs of the individual and to plan next steps in learning. Children are well supported by staff during activities, as they take part in play and enjoy being involved. As a result, children are enthusiastic and eager to express their skills in group games and talking about their activities.

Good opportunities are provided for children to make marks, to write, to recognise their own names and to use their phonic knowledge to link sounds to letters. They use speech to explore real and imagined experiences as staff engage them as partners in conversation. All children listen to, and join in with stories, nursery rhymes and staff directions in one-to-one and group situations. Children demonstrate a developing understanding of numbers, size, patterns and shapes through play, focused activities, daily routines and visual displays in their environment. Number rhymes such as 'Five cheeky monkeys' help children to expand their simple calculation skills and to solve number problems. Children are encouraged to use language to compare quantities and numbers.

Children's physical development is supported very well, as the staff emphasise outdoor play and indoor physical activities on a daily basis. Access to the open plan outdoor play area, the use of physical play equipment and enthusiastic participation in group exercise promote children's coordination and movement skills. Younger children show increasing control in holding and using scissors and mark making tools. There are good opportunities for all children to familiarise themselves with Information Communication Technology (ICT) through the use of a computer. They gain good mouse control and learn how to use simple programmes. Children learn about past, present and future as they talk about their holidays and when they were babies. Opportunities such as discussing weather, and growing and watering plants, enhance children's knowledge about the natural world.

Children use their imaginations and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured art activities, for the purposes of themed pieces or a wall display. A range of sensory experiences, including musical instruments, sand play, and hand and foot printing, supports children's talents. Children's health is well promoted. They enjoy toast, fresh fruits and drinks at snack times. Drinking water is available throughout the session. Children are confident, well behaved and have a good awareness of right and wrong, responding positively to directions from staff. Children learn how to keep themselves safe through daily routines and simple rules, of which they are reminded routinely and during play. Children have been involved in activities to learn about road safety and how police and fire officers help us.

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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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

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