

Ashwick and Oakhill Playgroup

Inspection report for early years provision

Unique reference number	142969
Inspection date	20/05/2009
Inspector	Brenda Joan Flewitt
Setting address	Village Hall, Oakhill, Radstock, Somerset, BA3 5AN
Telephone number	07870 672996
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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

Ashwick and Oakhill Playgroup is a committee run group which was established in 1972. The group operates from Ashwick Village Hall in the village of Oakhill, Somerset. The group have use of the main hall, a smaller room, toilet and kitchen facilities, all of which are on ground level. There is a choice of areas for outdoor play which includes a fully enclosed play park and wooded area. The playgroup is open on Monday, Tuesday, Wednesday and Friday mornings during term time. Sessions run from 09.30 to 13.00, which includes a lunch club. Children attend from the local and surrounding areas.

The group is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 37 children on roll. The group employs five members of staff, three of whom hold early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is good. Children play and learn in a safe, secure and welcoming environment where they are cared for by an enthusiastic team of staff who value them as individuals. The strong partnership with parents means that children's welfare needs are met effectively and learning and development is well supported. Children participate in a broad range of activities, both inside and out, and develop a sense of being part of a community. There are some good methods in place for evaluating the provision, identifying future development and monitoring staff effectiveness, which helps maintain improvement.

What steps need to be taken to improve provision further?

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

- review the safeguarding children policy with regards to procedures in the case of existing injuries, in line with the guidance set out in the 'What to do if you are worried a child is being abused' publication
- consider the arrangement of resources and some adult-led activities to allow children more opportunities to initiate tasks and express their own ideas and imagination.

The leadership and management of the early years provision

Staff are committed and work well as a team, they have clear roles and responsibilities, and effective staff deployment means that children are well supported. Staff generally implement policies and procedures to promote children's wellbeing and safety. They carry out ongoing risk assessments to ensure that children move around freely and play in a safe environment. Overall, staff have a sound understanding of safeguarding children which includes recognising signs and

symptoms of abuse and the procedures to follow with concerns. However, the procedure to be followed in the case of existing injuries is unclear. Children's medication and accidents are well managed, and required records are completed accurately. The clear staff recruitment and induction procedures ensure that new staff are suitable to work with children and aware of their responsibilities.

Staff promote very good relationships with parents. They provide comprehensive information about the setting by way of a detailed welcome pack, displays, information boards and regular newsletters. Parents' help during sessions is welcomed and appreciated. Key workers make themselves available at the beginning and end of each session to talk to parents and share information to meet individual needs. Staff complete home-link books regularly which include annotated photos of children enjoying activities. Parents are also offered more opportunities to discuss their child's progress records at parents' evenings twice a year.

The setting has made good improvement since the last inspection. All the actions and recommendations set at the last inspection have been addressed. This has improved aspects of assessment, planning and sharing information towards children's development. Policies have been reviewed, updated and shared with parents, and staff have started to establish links with other providers. There are some effective methods to help evaluate the provision. Staff meet weekly to evaluate and plan activities linked to children's interests. Regular staff reviews mean that they are continually working towards developing their roles and support from local authority advisors is welcomed.

The quality and standards of the early years provision

Children are happy, settled and secure, they enjoy coming to playgroup and make good relationships with staff and each other. They are confident to make their needs known, as they can be sure of a friendly response. Children behave well, they know what is expected through familiar routines such as snack time and lining up to go outside. They are willing to help with tasks such as tidying up and cleaning tables, and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Visitors such as police officers, soldiers, dentists and doctors come into playgroup to help children understand about their jobs within the community. Children develop good independence in practical tasks which include pouring drinks, using the toilet and hand washing facilities, and managing their outdoor clothing. Most children use language well to communicate. Many initiate conversations with adults as well as their peers. 'Patch', a soft toy, is taken home in turn by the children to be involved in adventures. Parents and children are involved in recording the events in a diary, which children then share with their friends at playgroup. This proves a good way to encourage quieter children to talk to the group and develops children's sense of belonging. Children have many opportunities for mark-making and developing their writing skills which includes painting at an easel, naming their own art work and recording lists and messages during role play. They start to develop a sense of number, shape and measure through planned activities such as sorting 'number puppies', or measuring the length of their hands. Staff also encourage

spontaneous problem solving during play. Children use their imagination well as they act out real life situations. For example, boys and girls enjoy styling an adult's hair in the 'hairdressers', using curlers, clips and 'shampoo'.

Overall, staff have a good knowledge of the stages of development towards the early learning goals. They make observations of children's play and achievements and plan activities for the next step, linked to children's interests. Staff interact positively with the children which encourages them to increase their vocabulary, solve problems and develop an understanding of the world around them. Children have access to a good variety of resources over a period of time and are involved in a broad range of activities. There is a balance of adult-led and self-chosen tasks, however, in general these are initiated by adults rather than the children.

Children's health is well promoted. They participate in many activities to encourage their physical development. For example, some children are competent in balancing on numbered steps and stilts, others practise forward rolls and completing an obstacle course. They have daily opportunities for outside play, which means they have regular fresh air and exercise. They enjoy the wide open space where they can run, jump and hop, and play ball games. Using the equipment in the play park encourages children to develop large muscle skills as they climb and slide. Children learn good procedures for personal hygiene and learn to make healthy choices in what they eat through discussion and the good example set at snack time. Children start to be aware of their own safety as they learn boundaries and how to use equipment safely. Regular emergency evacuation practices mean the children learn what to expect in a real situation.

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

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