

Sandhills Pre-School Playgroup

Inspection report for early years provision

Unique reference number EY257122
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Inspector Keith Sadler

Setting address C/O Sandhills Primary School, Terrett Avenue, Sandhills,
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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

Sandhills Pre-School Playgroup has been registered on its current premises since 2003. It operates from the two community rooms on the site of Sandhills School in Headington, and is managed by a voluntary committee of parents and carers. Access to all parts of the provision is on one level. The playgroup serves Headington and the surrounding area. It has a secure, enclosed outdoor play area. The playgroup opens on weekdays during term time from 8.45 to 14.55. A maximum of 30 children aged two to five years may attend at any one time and there are currently 46 children on roll. Of these, 29 are in the early years age group. Children attend for a variety of sessions. The playgroup supports a number of children who speak English as an additional language. The playgroup employs eight members of staff, five of whom have relevant early years qualifications at National Vocational level 3 or 2. Other members of staff are working towards these awards. The playgroup receives support from the local authority. Sandhills Pre-School Playgroup is registered on the Early Years Register, compulsory Childcare Register and voluntary Childcare Register.

Overall effectiveness of the early years provision

The quality of provision is satisfactory. There is a good partnership with parents who appreciate the staff's caring approach and the way that they ensure that their children are safe and their welfare well promoted. Staff provide a suitable range of planned and free play activities both indoors and outdoors which the children enjoy. The uniqueness of each child is recognised and all are helped to feel happy and included. The manager ensures that the setting runs smoothly and she is developing systems to monitor its effectiveness. The playgroup has the capacity to maintain continual improvement.

What steps need to be taken to improve provision further?

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

- ensure that staff regularly record their assessments of children's learning so that the next steps can be tailored to meet each child's needs
- make sure that key workers make best use of snack time to extend the children's spoken language

The leadership and management of the early years provision

Staff are vigilant in ensuring that all child protection procedures are met and this ensures that the children's welfare is effectively safeguarded. There are satisfactory evaluation procedures in place and previous recommendations have been tackled well. Care is taken to ensure that parents' wishes are addressed by the use of questionnaires and regular daily discussions. Staff obtain useful information about the children's starting points from parents and these are used

well to help children to settle. Although a suitable system for recording assessments has been developed, this is not yet used consistently across the setting. This means that the resulting plans, although broadly based on the promotion of all the areas of learning, do not ensure that activities match children's individual learning needs.

The quality and standards of the early years provision

Children arrive eager to talk with staff and other children and they separate from their main carer easily. They enjoy sharing their experiences with staff and other children during group time and staff ensure that those children who are at an early stage of learning English feel included.

Planning, observations and assessments are in place, though these are not sufficiently tailored to meet individual children's needs. This is because staff are not using information to challenge and extend learning as the children play.

Children have sufficient space to explore the play materials and independently select items of their choice. The furniture and equipment is well maintained and meets children's needs. The children engage in activities that enable them to make progress in all areas of development. They particularly enjoy the structured activities, such as painting plant pots and mark-making. Staff praise and encourage the children well which helps to boost their confidence and self-esteem. They particularly enjoy the outdoor activities which are well prepared. They run quickly to put on their outdoor shoes and coats. They know that they need to be careful to stay safe as they use the wheeled toys to go down the slope. 'We go slowly at the bottom', said one boy.

Children enjoy snack time and lunch time, and they understand the regular routines. Staff take care to ensure that children understand why they need to wash their hands. Older children enjoy taking responsibility for counting the correct number of cups required for their group and they carefully carry the biscuits and share them with other children. Children enjoy chatting with each other about the activities that they have done. Staff make sure that those children who are at an early stage of learning English or have speech and language difficulties are appropriately included. However, not all staff take the opportunity during snack time to extend the children's language because they do not engage sufficiently well with the children.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.