

Woodhouse Community Playgroup

Inspection report for early years provision

Unique reference number	EY276982
Inspection date	06/05/2009
Inspector	Anthony Anderson

Setting address	(The Mobile), Brunswick Primary School, Station Road, Woodhouse, Sheffield, South Yorkshire, S13 7RB
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Email	
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Type of setting	Childcare on non-domestic premises
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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).

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

Woodhouse Community Playgroup is a voluntary organisation and has been registered since July 2003. It operates from a prefabricated building which is situated within the grounds of Brunswick Primary School, in the Woodhouse area of Sheffield. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group has sole use of the building, which has two playrooms, a kitchen and an office area, three children's toilets and basins, a disabled toilet with nappy changing facilities and a storage cupboard. Outside is a fully enclosed small tarmac area for outdoor play including an all-weather gazebo. They are currently registered to care for 30 children aged two to five years and operate Monday to Friday, 09.00 until 13.00, during term time only. There are currently 59 children on roll. The staff team of seven hold relevant qualifications, one is working towards Early Years Professional Status, two have a level 3 National Vocational Qualification, two are working towards a level 3 and two are working towards a level 2. The group is a member of Pre-school Learning Alliance and are undertaking the accreditation scheme which is funded by Children in Need.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The playgroup lives up to its aim of 'supporting, enhancing and extending children's learning and needs in the early years'. The playgroup's environment is warm, colourful and inclusive and children say that they are happy in this vibrant and energetic setting. The very experienced and well qualified leader is supported by dedicated staff and an active management committee. Most welfare and care systems and procedures, including the regular vetting of staff, are of good quality. Following recent training, the developing self evaluation procedures are being utilised well to monitor and evaluate the setting's strengths and areas for development. Implementation of the relatively new Early Years Foundation Stage framework is at an advanced stage and good use is made of observations and ongoing assessments to monitor children's progress. Strong partnerships with parents and other agencies are very much in evidence and this supports children in their development as individuals. Management demonstrates a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that records of occasional accidents to children include the name of the reporting person
- ensure that daily risk assessments of the provision are consistently recorded
- review emergency evacuation systems and procedures in conjunction with the main school to ensure consistency of practice.

The leadership and management of the early years provision

Staff work as a united and professional team under strong and effective leadership supported by an active, dedicated and highly appreciative parents committee. Recent attendance at an early years training course has been quickly followed by the creation and effective implementation of a system of self evaluation involving all staff. An effective key person system has also been introduced to support the development of young children, and comprehensive records are kept of individual observations and assessments linked to the six areas of early years learning and to children's next steps of development. Senior staff are quickly able to demonstrate the progress being made by all children in the setting and this continuing process of assessment starts on day one.

Staff are clearly aware of their roles and responsibilities in safeguarding children and are confident to put well defined policies and procedures into practice. The setting's record keeping and day-to-day organisation is good apart from a few inconsistencies linked to the full recording of accidents and risk assessments and to the arrangements for regular fire drills, all of which are already being addressed by senior management.

Support towards the setting's progress has been received from representatives of the local authority and other agencies and this is already having a positive impact on the effectiveness of the setting and the progress being made by young children. The setting works very closely with parents, valuing the vital role they play in their child's progress and development. For their part, parents say that they are very pleased with the management of the provision and that their children very much enjoy visiting this friendly and inclusive setting.

The quality and standards of the early years provision

Young children clearly enjoy their time in this inclusive setting where they are provided with suitably challenging and enjoyable learning and play experiences. The implementation of the relatively new Early Years Foundation Stage framework is well advanced and significantly in evidence. Children are encouraged to make choices from a range of resources and day-to-day planning is used well to support individual children in their next steps of development. Good use is made of the available space and children have many opportunities to communicate with each other and with staff who encourage and support this by actively listening to and taking a strong interest in what children say and do.

The two main and adjoining rooms are a hive of activity as children head straight for their favourite toys and games in this 'Aladdin's cave' of a setting where every twist and turn leads to a new learning adventure. Play based learning is the key focus and staff use Makaton sign language and Jolly Phonics letter sounds to good effect in supporting young children's literacy progress. Excellent use is made of the setting's walls for displays of children's paintings, occasional themed topics, letters, numbers and many photographs of children showing their sheer enjoyment as they happily participate in one of the setting's vast range of activities.

Children's knowledge of their local community is enhanced through discussion, photographs and occasional visitors to the setting. A range of external resources and games further supports this provision as children enjoy physical activities which add to the promotion of healthy lifestyles and makes a positive contribution to their future development. Children are treated with appropriate care if and when they are ill or have an accident by staff who are suitably qualified in paediatric first aid. The washing of hands after visiting the toilet and before eating food is consistently encouraged by staff and practised by children. Children are each encouraged to play their part in the setting's happy and energetic community and their positive response provides a good contribution to their future learning, development and well-being.

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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Annex B: the Childcare Register

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