

Newnham Early Birds

Inspection report for early years provision

Unique reference number	101699
Inspection date	14/05/2009
Inspector	Joyce Cox
Setting address	Station Road, Newnham, Gloucestershire, GL14 1AT
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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

Newnham Early Birds registered in 1993 and is located within the grounds of Newnham Primary School and serves the local community. Children and staff use a large portacabin with playroom, kitchen area, cloakroom and toilets. There is easy access to a safe outdoor play area. The playgroup is managed by a voluntary committee which employs four members of staff to work with the children. All the staff hold relevant childcare qualifications.

The playgroup is registered on the Early Years Register. It provides funded early years education for 21 three and four year olds. Sessions run from 09.00 until 12.00 and from 12.00 until 15.00 on Monday, Tuesday and Thursday each week during term time. On Wednesday the playgroup is open from 09.00 until 12.00. On Friday morning there is a babies and toddler group in the morning and a rising fives group from 11.45 until 14.45. The setting offers a lunchclub on Monday, Tuesday and Thursday and for rising fives on Friday. A maximum of 20 children may attend the playgroup at any one time. There are currently 24 children on roll, all in part-time places. The setting supports a small number of children with learning difficulties and/or disabilities. There is disabled access for both adults and children to the setting.

The setting has very good links with the nearby primary school reception class and playgroup children enjoy joining the reception class for story and play sessions. The reception teacher is a frequent visitor and recently attended the grand opening of the Early Birds Café.

Overall effectiveness of the early years provision

Newnham Early Birds is an outstanding early years provision. The staff have an excellent understanding of how young children learn and provide exciting and stimulating activities to ensure that learning is interesting and fun. The playgroup is an inclusive setting and provides very well for the needs of all children, including those with learning difficulties and/or disabilities. The manager and staff care for the children exceptionally well and place a strong emphasis on their safety and welfare. Excellent improvement has been made since the last inspection and staff demonstrate an excellent capacity to improve even further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- make sure self evaluation and actions taken are recorded

The leadership and management of the early years provision

Children are very happy, settled and very well protected with highly effective safeguarding policies in place. All paperwork is detailed and of a high standard. Rigorous recruitment and vetting procedures are in place and the staff turnover is low because they are working in such a happy environment where everyone works as part of a team. The manager has implemented good ways to monitor and evaluate the provision, and to ensure that improvements are made where necessary. However self-evaluation is not yet recorded formally and this is the next step for the setting.

The manager is very committed to improving her knowledge and that of her staff to ensure best early years practice. She includes her staff in all decisions so that they feel very involved in all aspects of the setting. Excellent partnerships with parents, the nearby primary school and others involved with the children's well being are highly beneficial in helping to meet the children's various needs. Parents are kept exceptionally well informed by way of a well-displayed notice board, annual questionnaires, opportunities to work at the playgroup, as well as daily exchanges of important information. Pick up procedures are robust and ensure the children are safely handed over at the end of each session. Parents speak very highly of the playgroup and enjoy helping on a voluntary basis. They say their children are in very safe hands and love the warm family atmosphere. One parent said, 'My child loves coming here. The rising fives group every Friday is a great preparation for starting school. I trust the staff implicitly as my child has asthma and they deal with this beautifully.'

The quality and standards of the early years provision

The Early Years Foundation Stage provision is of an exceptionally high standard. Children love learning through purposeful play both indoors and outdoors. They delight in exploratory play with each other and the staff who are very good play partners. Each morning the playroom and the outdoor area are set out with exciting activities to delight the children as they enter. They settle quickly and calmly into a familiar routine. They happily greet their friends and the playgroup staff and confidently select their first activity of the day from the number of carefully planned and well-prepared activities that cover all the areas of the early years curriculum. They calmly sit in a circle while the leader calls the register and most children respond. Children accurately count the number of boys and girls present and one child is selected to be 'leader of the day' and will help the staff give out plates at snack time and generally take extra responsibility. Children enjoy playing with chocolate playdough, helping one of the adults to make a large collage of 'The Gruffalo' using different textures, sharing stories in the welcoming reading corner and experimenting to make different size tyre tracks in the sand. They are really fascinated by their current topic: 'Emergency Services' and excitedly recall the recent visit of the local police with their riot van when they were put in the cage where 'the naughty people go!' They are eagerly awaiting the fire fighters' visit. Displays are bright and the children's work is valued and clearly displayed to build self-esteem and confidence. Diversity is celebrated and most major cultural events such as Chinese New Year are explored. The children are

encouraged to become independent learners. For example, they put their own coats and welly boots on to go outside and make their own wraps at snack time. Children are encouraged to tidy up at the end of a session and most children respond appropriately. They are cared for in a clean and welcoming environment in which risk is minimised and children learn to care for themselves. They are very clear how to use equipment such as scissors carefully. Staff carry out daily risk assessments and have a very clear understanding of child protection and safeguarding matters. Children know about healthy food and like growing and cooking vegetables.

They learn about the importance of personal hygiene through the effective daily routines in place. They know that they wash their hands before having their snack. One child explains that we 'must wash our hands inside and outside and between the fingers to get rid of germs.' Circle time and 'show and tell' sessions allow time to talk and share stories and singing action songs is popular. Planning is through and supports all areas of learning. It is done on a weekly basis and is informed by robust assessment and evaluation. The planning meets the needs of all abilities of children. It particularly targets children who need any extra help to make sure that they get all the support they need. The staff have taken time to discuss and try out different ways of assessing activities to inform them of the children's next steps in learning. They now have record books where each child's significant steps are recorded and evaluated with photographs and comments.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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