

Greatworth Playgroup

Inspection report for early years provision

Unique reference number	220291
Inspection date	08/06/2009
Inspector	David Shepherd
Setting address	Greatworth CP School, Helmdon Road, Greatworth, Banbury, Oxfordshire, OX17 2DR
Telephone number	01295 711456
Email	
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

Greatworth Playgroup is an established group that operates from the hall of Greatworth Primary School, which is situated in the centre of the village. The playgroup serves the local community. The premises consist of the school hall, cooking area, adjacent toilets, storage cupboards and use of the kitchen area in the staff room. The school playground and field with its climbing apparatus are used for outdoor activities and children are also taken on outings around the village. All facilities are shared with the school with whom the playgroup has good links. Disabled access is through the front door. The playgroup is managed by a committee and run by the supervisor and three other members of staff who are appropriately qualified. There are 20 children on roll, of whom 15 receive funding for their nursery education.

Children attend for a variety of sessions and are all of Early Years Foundation Stage age. The group has good systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The playgroup is open each Monday, Wednesday and Friday afternoon from 13:00 to 15:30 and Tuesday and Thursday mornings from 08:45 to 11:15, term time only. The group receives support from the local authority and is a member of the Pre-school Learning Alliance. The playgroup is on the Early Years Register.

Overall effectiveness of the early years provision

Greatworth Playgroup is a good setting. It is effective in meeting the welfare and learning development needs of Early Years Foundation Stage children. Staff know the children very well and ensure that all their needs, including those with learning difficulties and/or disabilities, are met. A wide variety of indoor and outdoor activities is provided that reflects all aspects of Early Years Foundation Stage provision. Links with parents are excellent. The supervisor has identified some areas of improvement for the future and, along with her staff, has a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- develop further the assessment of children's progress in each area of learning to include regular comments that are dated
- ensure parents are systematically informed about the progress of their children

The leadership and management of the early years provision

The supervisor and staff have devised policies and procedures that ensure the safe and efficient management of Early Years Foundation Stage provision and that the needs of all children are met. Children are supervised by appropriately qualified staff, some of whom are very well qualified. Two staff are currently studying for further qualifications to help improve provision further. Three staff have paediatric first aid certificates and all are Criminal Record Bureau (CRB) checked. A rota of parent helpers provides a useful additional pair of hands in each session.

Staff are deployed well. Each acts as a key worker for small groups of children. Key workers know their children very well and assess and record the progress the children in their group are making under the six areas of learning using sticky notes, comments and photographs. However, these comments are not regular enough, some are undated and not all areas of learning include comments. Children's progress is not shared regularly enough with parents.

At their weekly meetings, staff reflect about the strengths and weaknesses of the provision for the children. They share their expertise with each other at these meetings and plan to improve provision the following week. The supervisor has not yet used national guidance on self-evaluation to help improve provision further. However, the overall quality of self-reflection indicates that the supervisor and staff have a good capacity to make improvements.

Staff ensure that the children are safe. The external door is fitted with a security keypad, risk assessments for indoor and outdoor activities, including visits around the village, are carried out to ensure that no accidents take place, children are closely supervised at all times and informal daily checks are made of equipment and toys in case any damage has occurred. However, because the accommodation is shared with the school, more formal daily risk assessments are required to ensure all risks, including those that may be presented by school equipment, have been checked before each session.

All children are included in activities because they are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including their dietary needs, are met very well.

Links with parents are excellent. Parents talk to staff at any time when bringing or collecting their children. They are provided with information about the activities that are being planned for the week. This includes questions they could ask their children to help them with the activities provided by the playgroup. The admission form includes all the statutory information required.

The recommendations from the previous inspection have been implemented well.

The quality and standards of the early years provision

Staff are very attentive to the welfare and learning and development needs of all the children. All children are included in activities because they are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including those with learning difficulties, are met very well. This helps them to achieve well in all aspects of their development. All areas of early years provision are included with good emphasis being placed on listening, speaking, counting numbers, identifying shapes and making patterns, learning about farms and the produce found in farm shops, arts and crafts and physical development. A good balance of indoor and outdoor activities is provided, although the layout of the building makes it very difficult to provide free flow of indoor and outdoor activities. Children have good opportunities to choose what they wish to do as well as responding to staff when they wish to read them a story, wash their hands before snacks or play outside.

Activities are planned thoughtfully and are based upon assessments that have been made by key workers during their staff meetings. During the inspection, activities focused on learning about farms and farming. Children touched, described and smelt fresh vegetables such as carrots, spring onions, cabbages and potatoes. They played with a farm set, put together puzzles about equipment and vehicles found on a farm and made collages using scissors and glue to represent a farm house. An unrelated but popular, if not messy, activity that children enjoyed was making sparkly play dough for use later in the week. Children entered into this activity with enthusiasm and considerable gusto. They have opportunities to play with computerised toys. This provision is likely to improve in the near future with the purchase of laptops for the children's use.

Snack time is a calm, social occasion with children enjoying healthy fruit, such as slices of apple, clementine and banana accompanied by water or milk. This, along with the good opportunities provided for outside activities in the fresh air, ensures children's health is promoted well.

Children are developing good social habits and behave well for their age. They tidy up well after using toys and equipment. This helps to make them good early learners and prepares them well for the next stage in their schooling. This is because staff encourage them to walk around the hall and ride on bikes, scooters and other ride-on toys sensibly. They consider other children and adults well when they are carrying out their activities.

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?	1
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?	1
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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