

Cropredy Playgroup

Inspection report for early years provision

Unique reference number 133609
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Inspector Lynda Walker

Setting address Cropredy C of E School, Station Road, Cropredy, Banbury,
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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).

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

Cropredy Playgroup is a registered charity and is managed by a committee made up of parent volunteers. It has been operating since 1993, and has been based in purpose built premises, which it shares with the Cropredy School reception class, in the schools' grounds since 2006. The playgroup is registered on the Early Years, compulsory and voluntary Childcare Registers. A maximum of 24 children aged between two and eight may attend the playgroup at any one time. It is open each weekday from 08.00 to 14.45 during term time only. There are currently 39 children aged from three years to under five years on roll. Of these, 37 children receive funding for early education. There are seven staff employed by the playgroup, five of who look after the children. Of these five people all have NVQ at level 3 or NVQ level 2 or equivalent. Children come from a wide catchment area, as the playgroup is situated in a rural setting and serves the village of Cropredy and several other local villages.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The Cropredy Playgroup provides an outstanding variety of interesting learning experiences for children in the Early Years Foundation Stage. The children really enjoy their time in the provision as they play happily together in a safe, welcoming and attractive environment, where a strong emphasis is placed on their care and safety. These activities effectively develop the children's knowledge and skills and enable them to make excellent progress in their learning. The partnership with parents, the school and other agencies is a key strength and contributes significantly to ensuring children's individual needs are met to a high standard. The capacity for continuous improvement is excellent as practitioners show an outstanding commitment to self-evaluation. They have identified the need to introduce a computer based system to track children's progress more effectively.

What steps need to be taken to improve provision further?

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

- ensure tracking pupil progress records are introduced and implemented

The leadership and management of the early years provision

The staff work extremely well together as a team, and are clearly committed to ensuring that all children in their care are well looked after and enjoy the excellent range of choices on offer. There is a detailed range of policies and procedures in place that are used effectively by all practitioners. Safeguarding procedures within the playgroup are rigorous and robust. All staff are aware of their responsibilities and roles in relation to keeping children safe and the clear systems for staff

recruitment, training, risk assessment and evaluation support this. Children's welfare is promoted extremely well. Risk assessments are fully in place, used effectively and are implemented consistently.

The indoor and outdoor learning environments are rich, stimulating, well planned and well organised with an excellent balance of child-initiated and adult-led activities to encourage the children's independent learning and the development of their self-care skills. All legally required documentation is carefully maintained and always easily available to those entitled to see them. Staff are effectively deployed, ensuring that children are extremely well supervised and supported at all times. Children's starting points and interests are identified in partnership with parents and used by staff to help children settle and to inform practice. Daily discussions, development records, parents' meetings and notices keep parents well informed about their child's learning and development. Staff and parents work very well in partnership with one another. Children are allocated a key person when they start at the playgroup, and this link between home and the setting ensures that each child's individual needs and interests are understood and clearly reflected in their care and the support they receive for their learning.

Staff demonstrate good knowledge of the Early Years Foundation Stage (EYFS) framework. They clearly know their key children's individual needs with regard to learning and development. Staff complete planned observations and the information is used to plan the next steps in children's learning.

Staff meetings are used to review practices and procedures so that all staff contribute to the continual improvement of the provision. There are very effective links with the school and other organisations which are also used to self-evaluate their effectiveness. The setting actively seeks and responds quickly to support and advice from other professionals which has a positive impact on the overall quality of the early years provision and the outcomes for all children. The issues for improvement identified at the last inspection have been very well addressed.

Parents state that their children are very happy and they feel the staff are approachable and create a warm and welcoming learning environment.

The quality and standards of the early years provision

The highly competent, enthusiastic staffing team is consistently well deployed to support the children's welfare and learning. They have an extremely positive relationship with the children, know them very well, treat each child as a valued individual and have a clear understanding of their differing abilities and interests.

Children are provided with a range of opportunities to help them make excellent progress across all areas of learning and development. Every child has an allocated key person who uses their weekly written observational evidence together with photographs of the children engaged in activities in order to complete individual profiles. This information is also used very well to plan further work for the children.

The planning is flexible, responding to children's interests and ideas and takes account of their starting points to ensure all children can participate successfully.

Activities are evaluated to a high standard and practitioners make accurate observations of the children and use them to identify the next steps in learning.

This enables children's learning to develop according to their own needs and abilities. There is effective coverage of all areas of learning, and a strong emphasis is placed upon the development of literacy, numeracy and personal and social development. Weekly meetings are held with the school staff in order to ensure that continuity of learning and development for children in the early years age group is promoted fully.

The well-organised environment enables children to become independent learners, which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. Children show a good level of interest in what they do. They play for long periods of time with the toys and resources and are fully engaged. Staff present activities in an enjoyable and motivating way, they make links between the activities and children's own ideas and play interests and extend these through talk. As a result, their imagination and creativity is well supported and promoted.

Comprehensive systems are in place to promote children's safety within the setting. Visitors are monitored and staff deploy themselves effectively to ensure that children are appropriately supervised. Risk assessments for each activity are carried out and the playgroup manager ensures that the premises and equipment are safe prior to children's arrival at each session.

All staff hold current first aid certificates and systems are in place to ensure they can respond swiftly and effectively in the event of an accident or emergency. Through routines and discussion, children learn about and practice good personal hygiene.

Children successfully learn about the wider world through everyday play and discussion. Children are happy and settled in the provision. The sessions are exceptionally well planned with a good balance of adult-led activities which introduce them to new experiences, and child-initiated play which enables them to freely express themselves. Staff are skilled in supporting children's learning, providing support to those who need it, enabling them to participate in their chosen activity and allowing others the space and opportunities to explore, investigate and create; alone or with their peers.

Parents spoken to during the inspection were all unanimous in their praise of the provision and spoke highly of the staff and their commitment to ensuring that the children had fun and enjoyed themselves.

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?	1
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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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