

Westview Playgroup

Inspection report for early years provision

Unique reference number	127772
Inspection date	23/06/2009
Inspector	Val Ives
Setting address	Downsview Primary School, Beech Avenue, Swanley, Kent, BR8 8AU
Telephone number	01322 662594
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).

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

Westview Playgroup opened in 1984. It operates from a classroom in the local primary school, in Swanley. There is level access to all areas. The setting is on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. The playgroup serves the local area.

The setting is registered to care for a maximum of 24 children between the ages of two and five. There are currently 28 children from two to four years on roll. This includes 15 funded children. The setting currently supports two children who have English as an additional language and one child from a traveller background. There are currently no children with learning difficulties and/or disabilities.

The group opens five days a week during term time. Sessions are 09.00 to 12.00. In April 2009 a lunch club was introduced from 12.00 to 13.00 and afternoon sessions until 15.00. There are six members of staff working with the children, of which five have early years qualifications at National Vocational Qualification (NVQ) at level 3, with the other member of staff working towards this. A parent volunteer is working towards NVQ at level 2. The setting receives support from a variety of outside agencies including a teacher from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good with some outstanding features. The setting has a strong commitment to improvement and continually seeks ways to enhance the provision in order to provide positive outcomes for children. Staff work very closely with each family in order to meet every child's individual needs and effectively support their learning. Children engage in a wide range of stimulating and challenging activities, As a result, children make good progress. Recommendations from the previous report have been fully addressed and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- seek further opportunities for staff training so that they continually enhance their skills
- provide older children with more challenge, so that they are well prepared for the next stage in their education

The leadership and management of the early years provision

The Playgroup is run by a very dedicated manager and overseen by a management committee, which ensures its smooth day-to-day running. There are good policies, procedures and record systems, which underpin all areas of the Early Years

Foundation Stage. The setting complies with the requirements of its registration on the voluntary and compulsory Childcare Registers. Whilst staff are keen to take part in continuing professional development, there have not been enough recent training opportunities for them to update their skills and knowledge.

Staff and parents work exceptionally well in partnership with one another. The staff recognise the importance of building good relationships with them. Carefully prepared observations and assessments are recorded in excellent individual books. These are helpfully shared with the parents. The purposeful parental letters of consents, the recording of accidents and necessary adjustments to the environment ensures that there is safety at all times. A website is accessible to parents and it includes photographs of the day's activities, together with policies, procedures and newsletters. This effectively reinforces the importance the playgroup places on close communication and partnership with them.

Parents are encouraged to share their knowledge of their children with the key workers, who use this information to help the children to make good progress in all areas. This is an improvement since the last inspection. Resources are well organised and readily accessible to all the children and give them the confidence to explore and learn through play. Good deployment ensures that children are well supervised and staff provide good support and reassurance for the children when it is needed. They join in with their play, skilfully ask questions to probe the children's understanding and help them to try harder.

The playgroup has recently worked hard to evaluate its practice. Careful consideration has been given to all aspects and areas for improvement have been usefully identified.

The quality and standards of the early years provision

There are clear and effective policies and procedures in place to promote the children's health, well-being and safety. Their achievements and interests are carefully observed and assessed, and recorded in detailed learning profiles. The Key worker uses these assessments, together with photographs of the children at play, to identify the next steps in learning for each child.

The children have very good opportunities to develop a healthy lifestyle. The children enjoy fresh air through the daily access to a well equipped outdoor area where they use a good range of equipment, including wheeled toys, bikes and scooters to develop their large muscles. The children plant sunflowers and herbs, and fruit and vegetables in beautifully created tubs made from tyres. They keep useful records of them as they grow and plan to eat them when they mature. The children have access to the school's playing field, with opportunities to climb and balance on a 'Galleon', and the school hall, that helpfully supports their fitness and exercise programme. They also have good opportunities to enjoy a wide variety of outside activities, such as playing in the sandpit, with water, construction toys, games, chalkboard and painting. The children benefit from positive role models and enjoy interacting with the puppets and picture cards of 'Jack and the Beanstalk' with a member of staff. They listen with rapt attention and happily join

in as the story is skilfully told.

Good, clear routines have been established to which the children make positive responses. Staff clearly explain boundaries, rules and limits. They are very aware of possible hazards in and outside the classroom and remain vigilant throughout the sessions. The children are developing a secure understanding of how to keep themselves safe. For example, they are expected to sit at a table as they eat their snacks and know that they must not run in the classroom. Good opportunities are provided for them to develop their independence. For example, the children self-register as they enter the classroom, by taking their photograph and sticking it on a board. This is reinforced by a whole class registration, when the children are required to answer their names as they sit expectantly in a circle.

Because of the arrangements for assigning children of mixed ages to the key workers, older children are not always challenged enough to ensure they are well prepared for the next stage in their Early Years Foundation Stage education. However, effective links with the adjoining primary school help ease the transition.

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?	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?	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

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