

Hillside & Rokeby Community Playgroup

Inspection report for early years provision

Unique reference number	200622
Inspection date	30/06/2009
Inspector	Edgar Hastings
Setting address	Rokeby Primary School, Anderson Avenue, Rugby, Warwickshire, CV22 5PE
Telephone number	01788 522484
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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

Hillside and Rokeby Community Association Playgroup opened during the 1970s. It operates from a classroom with disabled access in Rokeby Primary School on the Hillside and Rokeby estates of Rugby. The group has use of a secure outdoor play area. The group, which is registered for Early Years, provides 20 places for children aged two to five years, although children usually attend the nursery class in the Infant school in their pre-school year.

The playgroup opens Tuesday and Thursday mornings from 09.00 to 11.30, term time only, but the number of sessions available increases during the year according to demand. There are currently 17 children on roll, 12 of whom are funded three-year-olds. There is a programme in place to support children with learning difficulties and/or disabilities. There are four staff who work with the children, two of whom have an Early Years qualification. There are close links with the primary school, the local playgroup, and the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The setting makes good provision to meet the needs of all children through well-planned and resourced activities that develop their learning effectively. Outstanding inclusive practice ensures the differing needs of all children, and especially those with learning difficulties and/or disabilities, are able to have full access to learning. The very strong partnership with parents and the school means the children are supported very well. The Playgroup offers a secure and safe environment where children thoroughly enjoy the activities provided, and consequently make good progress. Self-evaluation is being used effectively to identify areas for further development, and this indicates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children have greater access to Information Communication Technology opportunities and experiences.

The leadership and management of the early years provision

The young children attending this setting are provided with a safe and secure environment, and the provision of an interesting range of activities ensures that they make good progress. Staff are well qualified and experienced in providing for the needs of young children, and this is very evident in the good quality of relationships that have been established with them. Regular updating of skills in First Aid, Food Hygiene and Child Protection ensure that children get a good level of care that meets their needs well. All staff are encouraged to participate in

training events. Children are safeguarded well by the secure procedures that are in place, although the Criminal Records Bureau (CRB) list was not being kept on the premises at the time of the inspection, where it needs to be available for examination at all times. All aspects of children's welfare are carefully attended to with all policies, procedures and records being in place and meeting requirements.

The setting makes good use of the self-evaluation process, and has identified the use of 'Learning Journeys' as an area for further development by making them more effective through including more information in them about children's development. They have planned improvements to the observation and assessment information through the inclusion of a 'Next Steps in Learning' section to make planning more specific to the needs of the children.

Partnerships with parents and the school are outstanding. Parents say the provision is 'Excellent!', and that they know 'what's going on' because they are provided with good daily information both verbally and through the notice board. The close contact ensures good communication and parents are very supportive of the current topics being taught and they bring items in that supports children's learning very well. Parents share information that is helpful to the setting when their children are admitted through the completion of an 'All About Me' booklet. A recent questionnaire received a very positive response from parents, and this has enabled the setting to take account of parents' views in their management of the provision. Another parent said their child 'Absolutely loves attending the Playgroup, talks about it all the time and the friends they made.' Regular visits to the school nursery helps children prepare well for the time they will transfer at the end of the school year.

Good links are made with the local authority whose Inclusive Development Service provides a very good level of support for children who have particular needs.

The quality and standards of the early years provision

The children are very confident and familiar with the routines established for them. On arrival they immediately select one of the many interesting activities set out for them, and share and mix in well with the other children. They enjoy a good relationship with the staff that provide a warm welcome for them on entry at the start of the day, and actively engage them in an activity or share some news with them. A good range of activities is provided throughout the year and children are freely able to follow their own interest and make their own choices. These include table top construction kits; play dough, a variety of different floor toys painting, cutting and sticking. Children are encouraged to develop fine motor skills through drawing features of the cut out teddy bear shapes. In the home corner a group of children play imaginatively with a Teddy Bear family, and discuss their ideas together about taking them for a walk. Children are also encouraged to carry out their own investigations, as was evident during outdoor play when, armed with magnifying glasses, they went in search of ladybirds to examine. This linked in well with a story about ladybirds that had been shared with them that morning. The activity created a lot of interest and some enthusiastic searching of bushes for the insects. Good discussion with adults ensued about the life cycle of ladybirds.

However, there are few opportunities for children to develop skills and experiences in Information Communication Technology (ICT).

In a reading session children join in with the, by now, familiar story about the ladybird family. They count confidently to ten ladybirds, and are encouraged to use their counting skills in a variety of ways during the session, including singing number songs. This inclusive setting ensures all children are valued, and good quality support is provided to help children who have particular needs, to ensure they can join the others. At snack time good use is made of developing children's knowledge and understanding of letters and sounds. This is also an opportunity the staff utilises well to develop social skills and manners, as well as the opportunity to sit together at a table and enjoy the opportunity to interact with both children and staff. This has a very positive benefit to their personal and social development.

Good attention is paid to children developing a sense of how to play safely and to be safe. For example, when they walk through the school to the outdoor play area they know they must all hold onto a rope, and when being supervised on trips to the toilet. Children understand the setting's five golden rules, wearing hats on hot days and the need for hand washing at particular times. Daily regular physical exercise is provided through a wide range of equipment and wheeled toys. Healthy and balanced diets are encouraged through the provision of fruit and healthy snacks. Children are learning to share and to take turns and are encouraged to be independent. The good progress they are making in their learning, and their personal and social skills, is preparing them well for when the transfer into the school's nursery.

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?	1
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