

# Minster Lovell Playgroup

Inspection report for early years provision

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**Unique reference number** 134454  
**Inspection date** 13/07/2009  
**Inspector** Sa'ad Khaldi

**Setting address** St Kenelms School Grounds, Wenrisc Drive, Minster Lovell,  
Witney, Oxfordshire, OX29 0SP

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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

Minster Lovell Playgroup opened in the 1970s. It operates from a portacabin with a small enclosed outdoor play area within the grounds of St Kenelms Primary School in the village of Minster Lovell, which is approximately five miles from Witney in Oxfordshire. The playgroup serves the local area and surrounding villages. It is registered to care for 24 children in the early years age group. There are currently 31 children from two to five years on roll. The setting currently supports a number of children with special needs and/or learning difficulties and disabilities, but there are no children who speak English as an additional language. The setting opens five mornings a week during school term times. Sessions are from 09:00 until 12:00. Four members of staff are employed to work with the children and there is a daily parent helper. The manager has a Montessori Gold Seal Diploma and a BA degree in Education. The assistant manager has a Level 3 National Vocational Qualification (NVQ) in Early Years Care and Education and has recently completed a Foundation Degree in Early Years. She is continuing to Early Years Professional Status as well as an honours degree. Another Playcare assistant has Level 2 NVQ in Childcare and is studying for Level 3. The fourth team member is very experienced and has been at the setting for a number of years. All staff are Paediatric First Aid trained.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting provides outstanding care and welfare through the playgroup and its management committee. The learning needs of the children are extremely well met in spite of some limiting aspects of the accommodation. There is excellent partnership with parents and both the admissions process and the policy of taking children from a wide range of backgrounds are outstandingly managed. The manager and staff very effectively share their planning across the team, and through high-quality on-going assessments of children's play and learning monitor progress and determine 'next steps'. The curriculum has many outstanding aspects, with the area of future skills relating to environmental understanding still to be developed further. There is an outstanding capacity for continuous improvement and the setting has a continuing development plan that envisages new buildings and facilities.

## What steps need to be taken to improve provision further?

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

- further develop the environmental aspects of the outdoors curriculum so that children can access a full range of learning through this provision

## **The leadership and management of the early years provision**

The manager maintains very detailed and thorough on-going records of planning, administrative procedures and assessments so that children can learn and play in a safe and stimulating environment both indoors and outside. The manager uses a note book to record on-going observations of the children at play which then feed into future planning. There are very effective policies that are well written, regularly up-dated and followed by all staff. The staff team regularly use the central training provided by the local authority to maintain and develop their skills in areas such as special needs, language development and diversity. The early years advisor from the local authority visits regularly and jointly assesses practice with the manager and provides a written report to support the visits. The self-evaluation of the setting is consequently very well informed and is outstanding. Safeguarding is outstanding together with recruitment practices that are overseen by the management committee. The setting has outstanding links with parents. They are provided with verbal and written reports on their children's progress, newsletters and a wide variety of community information through many opportunities to meet together, such as coffee mornings.

## **The quality and standards of the early years provision**

The planned activities provide outstanding coverage of the six areas of learning and children make excellent progress in their understanding, self motivation and confidence. The single classroom is very well managed so that children can develop independence through a free flow of activities at particular times through the morning. The staff develop each child's skills of play and social interaction through a focus on speaking and listening, reading, sharing and friendships. A feature of the classroom is the book corner which is well stocked and multi-cultural. The small, but very well used, outdoor environment provides lots of opportunities for physical development, games and home-cabin role play. Music-making and singing by the children are a feature of both indoor and outdoor activities. They both enjoy and achieve through these activities which promote a sense of rhythm and working together as a group. Currently there is one computer station that is very well used and the setting is now providing a lap-top for additional language reinforcement opportunities. The outdoor space is restricted and small so consequently the opportunities for environmental education are limited. Children are encouraged to dress-up and role-play both indoors and outdoors with uniforms, hats and dresses. This has an outstanding impact on their personal, social and emotional development. Numeracy is extremely well integrated into play and children were observed to weigh and cut pastry into shapes, count the items in the bakery and discuss how they were going to sell them. They have outstanding confidence in expressing colours, numbers and characteristics of everyday items. The planned outing to an animal park is very well prepared and links to the theme for the term of 'animals from around the world'.

The setting is clean and children know how to wash their hands and ask for help when using toilets. The setting operates a healthy food policy that meets parental

requests for fruit, milk and water. The children eat their snacks together as part of circle time.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2

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