

# Hanney Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	135003
<b>Inspection date</b>	13/07/2009
<b>Inspector</b>	David Shepherd

<b>Setting address</b>	Elliot Building, St James C of E School, The Causeway, East Hanney, Wantage, Oxfordshire, OX12 0JN
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<b>Email</b>	
<b>Type of setting</b>	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**

Hanney Playgroup opened over 30 years ago and is managed by a committee of parents. It is located in the grounds of St James Church of England School, East Hanney. The children have the use of a portacabin and an enclosed outdoor play area that is shared with the reception class. The playgroup also has access to the school field, nature reserve and sensory garden. Disabled access is through the front door. Children come from the village and the neighbouring rural communities. The playgroup opens on weekdays during term time from 09.00 until 12.00. An optional lunch club operates on Tuesday and Thursday until 13.00. An additional session is offered on Wednesday afternoon from 12.45 until 15.15. A maximum of 16 children aged between two and five years may attend at any one time. There are currently 31 children on roll, all of whom are of Early Years Foundation Stage age. The playgroup supports children with learning difficulties and disabilities and those for whom English is an additional language. Three staff are employed at the playgroup, all of whom hold appropriate early years qualifications. The setting receives support from the local authority. Links with the school are good. The playgroup is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall, provision at Hanney Playgroup is good. It meets children's individual learning and development needs and their welfare needs well. Relationships between staff and children are good with children responding readily to what is provided for them. A wide variety of interesting and challenging activities is provided that reflects all aspects of Early Years Foundation Stage provision. Links with parents are good. The supervisor and staff have 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:

- ensure short term plans include what children are to learn as well as activities
- evaluate the impact of provision and include how this can improve outcomes for children

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

The supervisor and staff have developed a wide range of policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. Children are supervised by well qualified staff. All staff are qualified to level 3 or its equivalent. Staff each have a paediatric first aid certificate and are Criminal Records Bureau checked. They regularly attend further training on topics such as safeguarding, equality and diversity and learning

difficulties and disabilities to help improve provision further.

Staff discuss each day how well the children are responding to what is provided for them.

From these discussions plans are made for the following week. This planning includes the activities on offer, but does not show what the children will learn as a result of them.

The supervisor has used national guidance on self-review well and has included some useful development points for improvement. Sections of this self-evaluation are not focused enough on the impact of provision and the points for improvement do not address specifically the outcomes for children. The overall quality of self-reflection indicates that the capacity to make improvements is good.

Staff are deployed well. Each acts as a key worker for small groups of children. Key workers know their children well and assess and record the progress the children in their group are making under the six areas of learning. They compile a comprehensive individual learning plan for each child. This includes what children have achieved, what are the next steps in their learning and an opportunity for parents' comments under each of the six areas of learning. Photographs of children taking part in activities are also included in these plans. Key workers also assess children's achievements using the local authority's Foundation Stage Profile. Records are kept up to date in these profiles. A summary report is made of children's progress when they leave and these are passed on to the school and parents. Key workers discuss children's progress with the school when the children transfer to the reception class.

Staff ensure that children are safe. The premises are secure. Risk assessments are carried out for inside and outdoor activities, including for visits off-site. Daily checks are made of outside equipment and these are recorded each week. Daily checks of inside equipment and toys take place but these are not recorded. Children are closely supervised at all times and this ensures they do not come to any harm.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children are met well and detailed records are kept of their progress.

Links with parents are good. Regular newsletters keep parents up to date about events that are happening at the playgroup. Parents are kept well informed about the progress their children are making. At the end of each term, parents have good opportunities to comment in writing on these records. Comments from parents are useful and often add to the judgements being made by key workers. The admission form includes all the information required including parental permission for seeking medical treatment.

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

Provision for children's learning and development needs is good. The learning environment is stimulating, interesting and varied. During the inspection, the main activity was baking fairy cakes for the picnic that was to take place later in the week. Other children pretended to make cakes using playdough and cutters. Others were engaged in a variety of activities such as cutting out shapes with scissors and sticking them together with glue and sellotape. Some were playing with small toys, selling produce from the garden centre and playing with building blocks. All children sang songs such as 'How do you do?' and listened to stories. Evidence from around the room indicates that children learn to count, play creatively in the well equipped role play area, follow stories from picture books, learn about springtime and learn how to behave from the display about 'being friends', 'please and thank you' and 'tidying up'. Outside activities are good and include riding on bikes and other ride on toys, digging and planting seeds, using their imaginations when playing in the playhouse that is decorated with letters and mark making on the bench. Children also have good opportunities to play on the plastic climbing frame and find treasure from underneath the sand. Staff change the range and number of activities prepared each day depending on the weather and children's wishes.

The balance and range of inside and outside activities are good. Children have opportunities to play outside during each session. However, supervision levels do not make it possible to operate a 'free flow' system where children can go outside whenever they wish. The balance between adult and child initiated activities is appropriate. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for instance, prepare for snack time or listen to a story. Provision is varied and this keeps the children interested and involved in what is on offer. It is also tailored to meet individual needs as key workers assess the progress in the six areas of learning that children for whom they are responsible are making.

Staff look after the welfare needs of children well. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Some also washed their hands voluntarily after using playdough. Tables are wiped before snack time using anti-bacterial spray to prevent the spread of infection. Children eat their healthy fruit snacks sensibly. They have free access to drinking water at any time and also drink milk or water during their snack.

Children enjoy playing with toys, equipment and materials and behave very well. They get on well together, for instance, when chatting during their snack time, when listening to stories or gluing and sticking. They serve fruit to each other with a growing independence during their snack time. They pour their own drinks with the minimum of fuss. They tidy up their toys and apparatus well for their age after playing with them. This helps to keep them safe and free from unnecessary accidents. It makes them good early learners and helps them for the next stage in their schooling.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

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