

Brimpsfield & Birdlip Playgroup

Inspection report for early years provision

Unique reference number 101472
Inspection date 05/11/2009
Inspector Linda Janet Witts

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Brimpsfield and Birdlip playgroup registered in 1993 and is registered on the Early Years Register. It is registered to accept children in the early years age group aged from two years. There are currently 17 children on roll and of these eight are funded three and four-year-olds.

The playgroup operates from Birdlip village hall. The hall is adjacent to the village primary school. Birdlip is a rural village just off the main Gloucester to Cirencester road. Children attending the playgroup either live in Birdlip or travel from surrounding villages. The playgroup children are cared for in the main hall. Disabled access is provided. They use the female toilets adjacent to the hall and staff accompany them to and from the toilet. The playgroup use the school playground, playing field and they also have their own bark surfaced play area within the field.

The playgroup is open on Monday, Tuesday and Thursday mornings from 9am to 12 noon. The Monday session is for pre-school children aged three to five; Tuesday is for children from the age of two years nine months to five years, and on Thursdays two-year-olds may also attend if they are accompanied by their parent or guardian.

Daily there are three members of staff present plus a rota parent. Two of the staff are childcare trained to level 3 or equivalent; one holds the National Nursery Education Board certificate and the other a National Vocational Qualification in Child Care and Education. The playgroup receives teacher support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup welcomes all children and their parents and children enjoy the time spent here. The partnership with parents is satisfactory and practitioners work with parents to ensure children's individual needs are met. Children's welfare is mostly safeguarded well. Links with the host school and local cluster schools are established but links with other settings children attend are not. Children make satisfactory progress in their learning but are not always sufficiently challenged by planned activities. The group has identified aspects for improvement in the provision but progress since the last inspection is limited.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep records to demonstrate suitability checks that have been done, including the unique reference

19/11/2009

numbers of CRB Disclosures obtained and the date on which they were obtained (Suitability of adults)

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

- maintain a record of risk assessment that identifies all aspects of the environment that need to be checked on a regular basis and should cover anything with which a child may come into contact
- undertake sensitive observational assessment to identify where children are in their learning and to plan next steps for their development
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- develop links with other settings children attend to ensure that complementary care and education is offered
- ensure that policies and procedures required for the safe and efficient management of the setting relate to the provision and serve to meet the needs of the children attending

The effectiveness of leadership and management of the early years provision

The leader and other staff understand their role in safeguarding children's welfare. They confirm that they have all completed child protection training. They also confirm that all staff are suitably checked. However, no evidence of completed criminal record checks was available for inspection. Steps are taken to minimise risks, such as, ensuring that hot drinks are not consumed in the presence of children, an alarm is fitted to the hall door and children are escorted to the toilet, to ensure that children do not leave unsupervised. Children are supervised appropriately. A record of only some risks is made and significant risks, such as, use of outdoor areas and security measures taken, as well as those arising from activities are not included. Other required records, such as attendance records and children's details, are appropriately maintained. Policies and procedures are available but there are aspects within them that do not relate to the playgroup, such as, reference to under two-year-olds for whom they are not registered.

Practitioners demonstrate a sound understanding of the EYFS and a varied range of activities are set out before children arrive. These successfully cover each area of learning but are not planned in order to promote individual learning. Mental observation of children at play helps practitioners to identify children's interests but there is no systematic approach to observation and assessment to ensure that practitioners are clear where children are in their learning and to gather information that can be used to inform future planning so that activities are suitably challenging. The leader has begun to reflect upon group practice, together with staff. They are aware of weaknesses in their observation, assessment and planning and are committed to improvement. Children's progress records are under development and are not routinely shared with all parents. Very recently 'wow vouchers' have been introduced to encourage parents to record children's

achievements at home, to add to children's individual records. Parents report that their children enjoy coming to playgroup, as do children spoken to. Most parents do regular playgroup duties and this provides them with an insight into how children are at playgroup and the activities offered. A photographic show that parents can see of children enjoying activities is played on a laptop during the session. The playgroup has strong links with Birdlip school and children are able to use the playground and outdoor play areas. Several children attend nurseries and other playgroups and links are beginning to develop. This will ensure practitioners are aware that the experiences children have at playgroup enhance the experiences they receive elsewhere.

The quality and standards of the early years provision and outcomes for children

The children enjoy their time at the playgroup and develop skills for the future. They relate well to one another and to staff. Children new to the setting and those who find it difficult to detach from their parents receive reassurance from staff and settle quickly. Children learn behavioural expectations within the group and how to keep safe. The children are able to make choices in their play; an attractive range of activities is set out at each session and accessible storage trolleys located by the writing, craft and playdough activities enable children to extend these activities using their own ideas. Children join in freely chosen and adult-led activities mostly with enthusiasm.

Some of the children are confident in their language communication and those less confident are encouraged to talk through questioning and by joining in group activities, such as answering their name at registration. Mark-making resources are readily available for use. Books are attractively displayed and children are routinely expected to look at books while other children finish their snack and adults clear away activities. They like to listen to stories read by practitioners and are keen to join in stories that involve active participation. A computer is available for use and older children use it confidently, manipulating the computer mouse to create pictures on a paint program. Children are introduced to counting and mathematical language, such as 'big' and 'little'. Some children competently complete jigsaws selecting pieces by shape and features. However, children are not actively supported to problem solve, reason and use numeracy building upon what they already know and can do. Children see some positive images to help them to value diversity.

Annual outings take children to places of interest, for example, where they can get up close to reptiles, insects and birds. Puppies have been in to visit the group. Children are also able to meet visitors to the school, such as fire fighters. The children relish the opportunity to try out the fire hose, put on fire helmets and sit inside the cab of the fire engine.

Children like to create using their own ideas. They use available construction resources to build models and combine different materials to create pictures. Children use the easel for free painting frequently. Dressing up resources are often available for use and children use small world resources a lot to role play using first

hand and imagined experiences.

Children are familiar with hand washing procedures before snack time and staff supervise the process to ensure that children wash and dry their hands thoroughly. The procedure followed minimises the risk of cross infection. Children eat healthy snacks of toast, fruit and vegetables and they have a choice of milk or water at snack time. The children are physically active. They move around the hall and enjoy the physical play activities planned at a set time each session. Weather permitting they use wheeled toys in the school playground, propelling them at speed, negotiating the space successfully. Alternatively they use physical play equipment indoors, such as, a climbing frame with slide and small trampoline to develop their physical skills. Activities are taken into the playground, and other areas of the school outdoor play space are used, during summer months. When moving between indoor and outdoor areas children learn to keep safe by following adult instruction to hold hands with a partner and keep in line. They are then supervised closely to ensure that they do not leave the un-secure areas unsupervised.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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