

# Rodborough Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	101719
<b>Inspection date</b>	06/10/2009
<b>Inspector</b>	Zahida Hatia

<b>Setting address</b>	Rodborough Tabernacle, Tabernacle Walk, Rodborough, Stroud, Glos, GL5 3UJ
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<b>Type of setting</b>	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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Rodborough Playgroup registered in 2001, it is situated in Rodborough, near Rodborough Common on the outskirts of Stroud. It is used by the local community and draws children from the surrounding area. The playgroup operates under the guidance of a committee managed by parents.

The playgroup is open daily between 09.15 and 12.15, Monday to Friday term time only. Wednesdays are reserved for pre-school children. A maximum of 24 children may attend at any one time aged between two to the end of the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, all of whom are in the early years age group. All children share access to a secure enclosed outdoor play area. The playgroup operates from Rodborough Tabernacle which they share with other village organisations. Facilities include an activity room, a room for physical play, a kitchen, toilets and an enclosed outside play area. They receive teacher support from the Early Years Development and Childcare Partnership. The playgroup has no children attending for whom English is an additional language and there are three children who have special educational needs.

The group employs three members of staff, all of whom hold relevant childcare qualifications, including the National Vocational Qualification at level 3 and Certificate in Childcare and Education at level 2. One member of staff holds a level 4 qualification in childcare. All staff have attended training in first aid.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Staff are appropriately trained and provide a warm welcome to children and their parents. They get to know the children very well, treating each child as an individual. Staff have a sound understanding of the learning, development and welfare requirements of the Early Years Foundation Stage (EYFS). The setting demonstrates a satisfactory capacity for continuous improvement and recognises that their system for assessment requires development to bring about further improvement.

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

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

- implement an evaluation system to monitor the provision in order to identify strengths and weaknesses
- review the system for planning the educational programme and activities to ensure that the next steps identified for individual children are effectively used in order to fully promote children's learning and development

- ensure that when children attend several settings, practitioners from each setting regularly share children's learning and development records and also involve parents in the process for personalised learning

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

Staff are conscientious and committed. They are clear about their roles and responsibilities and the key person system is working sufficiently. Children follow a sensible routine that includes child-initiated play, adult-led activities, snacks, whole group time and outdoor play. High priority is put upon inclusion. However, the staff have not implemented an evaluation system to monitor the provision in order to identify strengths and weaknesses. The registered person ensures children are safeguarded by providing a safe and secure environment and employing staff who are fully vetted and appropriately qualified. The staff understand their responsibilities regarding safeguarding should they have a concern about a child and know how to follow the procedure. There are risk assessments in place for indoors, outdoors and for outings. All other documentation meets the required standards. Effective policies and procedures are in place to underpin the care of the children. The manager ensures that the children's individual records remain confidential and are safely stored.

Staff are well informed about children's home experiences. Parents liaise closely with staff, to share interests and 'All about me' information. They receive regular written newsletters and have access to policies and procedures. Children's progress is shared via daily dialogue but parents are not actively encouraged to contribute to their children's learning and development records. Where additional learning needs are identified, staff seek appropriate external support, where required. The manager has developed links with the local schools but links with other providers where children attend more than one provision have not been established.

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

The staff have a good understanding of the conditions of registration. The children are warmly welcomed by the staff into the main room where a good range of activities are easily accessible. Children are well supervised. The staff place a priority on safety and ensure the building is secure and any safety hazards identified are eliminated. For example, all plug sockets are covered, children cannot access the kitchen unless they are supervised by an adult and the perimeter of the outdoor area is secured with fencing and a secure wall.

The staff are building up a secure knowledge of the learning and development requirements of the EYFS. Staff readily acknowledge the children's achievements with lots of praise. Children have the opportunity to learn in different ways, such as choosing their own activities, listening to stories as a whole group and taking turns at discussion time. Assessment records are in place to chart the children's progress, which include staff's observations of the children's responses to the

activities. However, these are not yet fully developed, and do not always show how the next steps in their learning will be promoted.

Children are happy and settle quickly. They are made to feel welcome and valued. Children are encouraged to show respect for differences in people, as they come across people with disabilities and different cultures. Children confidently choose from a range of resources laid out for them around the room. Children are well behaved and are learning appropriate behaviour for different situations. For example, they sit still at group and snack times. Children remind one another of how to behave and help to tidy up. The children are provided with appropriate snacks and particularly enjoy eating fresh fruit. The staff record the children's dietary needs and ensure these are met. Fresh drinking water is available to children throughout the session. Children's communication, language and literacy skills are developing well. They listen to stories read by staff throughout the morning and enjoy independently looking at books. Staff encourage children to learn new words as they play and join in with the setting's own songs at the beginning of the session and before going home.

The children have a variety of opportunities for mark making; they draw and 'write' using a range of crayon and pencils and paint pictures. Children self-select activities which help them to develop their numeracy skills for example, they complete number puzzles, counting how many children are present at registration and counting out plates and cups in the role play area. Children are being introduced to shapes as they learn to construct and develop their classification skills by taking part in sorting and matching activities. Threading activities help the children to recognise patterns, order and count. All children are encouraged to play their part in the setting's happy and energetic community. Their positive response provides a sound contribution to their future learning, development and well-being.

## 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

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

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

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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