

Whitchurch Canonorum Playgroup

Inspection report for early years provision

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Inspection date	05/01/2010
Inspector	Brenda Joan Flewitt
Setting address	The Village Hall, Whitchurch Canonorum, Bridport, Dorset, DT6 6RF
Telephone number	07747127758
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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*.

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.

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Description of the setting

Whitchurch Canonorum Playgroup has been established since 1979 and is run by a parent committee. It operates from the village hall in the rural village of Whitchurch Canonorum, near Bridport, Dorset. The accommodation consists of a main hall with access to toilet and kitchen facilities and an outdoor play area. The playgroup is open on Tuesday, Wednesday, Thursday and Friday during term time only. Sessions run from 9.30am to 1.30pm, which includes a lunch club.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years may attend at any one time. Currently, there are 16 children on roll who are all in the early years age group. The playgroup employs four members of staff, all of whom have appropriate qualifications in childcare, most to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment where they are valued as individuals. They develop a strong sense of belonging to a community and, overall, make good progress in their learning and development. Children are involved in a wide range of activities, over a period of time, which are planned to include themes that interest the children. Effective communication with parents and local schools means that individual needs are well met and the transition to school supported. Both staff and committee have been committed to addressing actions and recommendations from the last inspection which has resulted in substantial improvement in the provision.

What steps need to be taken to improve provision further?

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

- develop links with other settings that children attend to share information about their welfare and development
- create more opportunities for children to count and solve problems in their play and everyday activities
- develop the self-evaluation system to help identify areas for improvement and ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team. Good communication means that sessions run smoothly, so children know what to expect and settle quickly. Staff implement effective policies and procedures to promote children's welfare and safety. They carry out regular risk assessments and daily checks, so that children play in a safe

environment, both inside and out. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow with concerns. Their knowledge is kept up to date through training, and existing injuries are recorded as routine. All this helps to protect children from harm. There are clear procedures in place to check that staff are suitable to work with children. All required records are in place, completed clearly and stored appropriately.

Staff arrange the hall into various areas of play, providing a suitable range of equipment and resources for children to access freely, at any one time. Appropriate staff deployment means that children are well supervised and supported in their care needs. Staff make use of the local environment and people to promote children's sense of belonging to a community. For example, children walk to the church to watch a nativity play, and learn about aspects of their health and safety from visitors to the playgroup, including fire and police officers and a dental hygienist. Children develop an open attitude towards people's differences as they use resources that reflect positive images of diversity, and explore various festivals and celebrations.

Staff establish positive relationships with parents. Parents receive good information about the setting by way of a detailed prospectus, emails and displays. There are daily opportunities for sharing information verbally in order to meet individual needs, and parents are invited to contribute to the 'wow moments' book for their child. Staff use this information together with their observations, to help plan children's progress. Parents have the opportunity to have an active voice in their child's care and learning by being on the management committee. Although the playgroup have good links with local schools, they have not developed an effective system to share information with other settings that children attend.

The playgroup have made very good progress since the last inspection. The committee and staff have worked hard to address all the actions and recommendations, which has improved aspects of children's health, safety, behaviour and enjoyment of activities. There are some methods in place to monitor staff effectiveness and plan for the future. However, there is no defined self-evaluation system to identify areas for development in practice to ensure continuous improvement.

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

Children are happy, settled and secure. They play and learn in a friendly and welcoming environment where staff know them well as individuals. They make good relationships with staff and each other and soon develop confidence to make their needs known and become a welcomed member of the group. Children behave well. They know what is expected through familiar routines, and understand about taking turns. For example, a three-year-old explains how it is someone else's turn on the computer when all the sand has run through the sand-timer. Children receive regular praise for effort, achievement and kindness, which helps boost their self-esteem.

Children participate in a wide range of activities over a period of time, which are planned according to their interests and to support their development. For example, a transport theme interests children who are keen on tractors, trains or horses. Some children explore making tracks and patterns on paper with toy vehicles, others construct a train track and use their imagination and language skills to work together and act out a planned situation. Children have favourite stories and use technology, in the form of a CD player, to enhance their experience as they look through books. There are daily opportunities for practising their skills for writing which include painting with paintbrushes, drawing on wipe-clean boards or 'writing' in diaries in the play house. Children use their imagination well as they act out real life experiences, such as preparing food in the 'kitchen' and caring for babies. However, children are not always encouraged to solve problems and count in their play and everyday activities.

Children enjoy a healthy lifestyle. They learn good procedures for their personal hygiene and make choices in what they eat from healthy options provided at snack time, which include fresh fruit. They develop skills and independence in practical tasks such as managing their outdoor clothing and using tools to preparing food for their snack. Children have daily opportunities for fresh air and exercise. They develop confidence in using equipment in the play park to develop large muscle skills. Outside play also allows them to practise manoeuvring wheeled vehicles, learn road safety and explore sand and water. Children learn about aspects of their own safety when they are on walks, as they are taught safe routines for crossing roads. They get to know what is expected if they must leave the building in an emergency through regular fire drills, which are recorded and evaluated.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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