

Bredon Playgroup

Inspection report for early years provision

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Inspector Rachel Wyatt

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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

Bredon Playgroup opened in 1992. It is a committee run group that is located in a church room in the village of Bredon, about four miles from Tewkesbury. The playgroup serves the local area. The group is open each weekday during school term times. Sessions are from 9.00am to 12.00pm on Monday, Thursday and Friday and from 9.00am to 3.00pm on Tuesday and Wednesday. Children have access to enclosed outside play areas and go on regular local walks and outings.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 55 children aged from two to under five years on roll. The playgroup currently supports a number of children with special educational needs and/or disabilities.

There are nine staff who work with the children, of whom five have early years qualifications to National Vocational Qualification Level 3 or 2. The playgroup is a member of Playgroup and Toddler Association and provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Provision for promoting children's welfare, learning and development is exceptional. They are nurtured, thrive and enthused by the enthusiastic and very capable manager, deputy and staff, who are backed by a dedicated committee and a team of 'friends' of the playgroup. Together they create a vibrant, fun and reassuring environment where everyone is most welcomed and each child's unique needs are clearly understood and fully met. Strong partnerships with parents and others and robust procedures ensure that each child is fully safeguarded, very well looked after and makes excellent progress. Underpinning the high quality provision, is a real dedication and ability shown by all concerned to drive and sustain improvements. For example, great care is taken to ensure proposed initiatives are appropriate and can be maintained, as demonstrated in the development of the new garden where children's ideas have been an integral part of planning, and funding, relevant equipment and expert advice have been obtained to ensure everyone gets the most out of the new facility.

What steps need to be taken to improve provision further?

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

- improving accident recording so there is sufficient detail regarding staff who witness an accident and/or provide treatment.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as the playgroup has robust policies, strategies and procedures to promote their welfare, which managers, staff and parents understand. The manager, who has designated responsibility for safeguarding, has attended relevant training for the role, and she, her colleagues and committee chair understand what action to take in the event of any concerns about a child's welfare or if an allegation of abuse is made against a member of staff. Documents and safeguarding guidance are well-organised to be readily available for all staff's use. Children are further safeguarded as clear agreements are in place and all required information is obtained about them and their family, so staff know who has legal contact and parental responsibility for each child. Parents are reassured as there are robust systems for ensuring the suitability of staff, volunteers and committee members, including thorough recruitment, vetting, induction and ongoing staff development procedures. Parents have ready access to policies, including clear and helpful guidance about sharing concerns and compliments, so they know how the group operates and how to express their ideas and views.

Children experience exemplary care and most rewarding education as everyone involved in the day-to-day management and running of the group work is dedicated and knowledgeable, works successfully as a team and has a clear, shared vision to always promote best practice. To this end they ensure the playgroup is a vibrant, welcoming and purposeful place for children and that their views, and those of their parents, are encouraged and prioritised. Effective monitoring and evaluation systems ensure everyone involved in the group, including other organisations working with the children and the setting, contributes to appraising the playgroup's effectiveness. A key factor in ensuring the group's sustained improvement is the shared vision and enthusiasm of the totally dedicated manager and her colleagues. Clear achievable targets for improvement are identified and thoroughly addressed resulting, for example, in children having regular, varied and challenging outdoor experiences and the successful use of a wealth of puppets and visual prompts to foster their communication skills, understanding and positive behaviour. Previous inspection recommendations have been successfully tackled, reviewed and expanded. As a result there are excellent procedures and strategies for managing children's behaviour, for assessing and monitoring each child's progress and planning for their individual needs, and to ensure parents are fully aware of how complaints are managed.

The playgroup very positively promotes equality and diversity. Priority is given to reflecting the needs, culture and backgrounds of the children who attend, to encourage their respect for each other and the wider community, and to foster their care for the environment, for instance through gardening and recycling. The manager and staff work very well together and successfully with parents, carers and other professionals to carefully plan and organise activities, resources and support, taking account of children's different interests, learning styles, abilities and home languages. As a result they significantly narrow the gap for different groups of children and help each child to reach their full potential. Resources are very effectively organised so the care and learning environment is comfortable and

stimulating, with creative use of space and plenty of accessible and interesting books, toys, games and equipment.

The group's strong relationships within the local community and with others working with children ensures each child has consistency, receives the best possible support and accesses rewarding and interesting activities, facilities and equipment. Close partnerships with parents are at the heart of the group's ethos and practice and contribute significantly to children's sense of belonging and the smooth running of the group. Parents serve on the management committee, help at events and in sessions, raise funds and work with staff to ensure all aspects of their child's welfare, learning and development are fully understood and promoted. Parents provide valuable information about their child to help staff assess their interests, characteristics and starting points and to effectively monitor, review and promote their ongoing care and development. Parents are encouraged to support their child's learning at home, for example, helping to compile delightful and popular records of the playgroup's two toy bears' adventures when children take them home or on holiday. A wealth of information such as newsletters, plans, displays and photographs and opportunities to attend special events and training sessions ensure parents are kept fully aware of the range and purpose of the experiences offered to their children.

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

Children have a wonderful time at playgroup and make excellent progress. They are settled, busy and eager to learn in interesting, welcoming surroundings and staff adeptly include and support each child. Sessions run smoothly, children remain interested and know what is expected of them and what is happening next. Topics, activities and themes are carefully planned and are most rewarding, fully reflecting children's differing needs and interests. Each child makes excellent progress in relation to their starting points. Robust assessment procedures ensure their individual learning needs are clearly understood, carefully monitored and reviewed and adeptly incorporated into planning. Activities and resources are worthwhile and relevant and fully support children's progress onto the next stage and provide them with plenty of appropriate challenges. Children feel valued and are keen to learn because their ideas are welcomed and are an integral part of planning. For example, the children's request to go to the seaside results in the manager and staff creating a vibrant scene in the premises complete with a 'beach' and 'rock' pools which children thoroughly enjoy. Children are active and purposeful as priority is given to promoting their sensory play and exploration, for example, during regular rewarding woodland 'workshops'. They are adept at problem solving because their critical thinking is fostered during many practical matching and sorting activities and games. Signing and a wealth of visual prompts and puppets are used creatively to promote and extend children's speech and language, attentive listening, good behaviour, harmonious play and their awareness of the daily timetable.

Children develop very good skills for the future. They are confident and purposeful, readily making decisions and expressing ideas for play, for instance suggesting

rhymes and which instruments to accompany these during a music session. Children behave very well. They join in, cooperate and share with each other, responding well to adults' clear, appropriate expectations and positive praise for their efforts and achievements. Children make friends, respecting each other's differences. They enjoy taking part in community activities, contributing to fundraising and learning about different customs and celebrations. Children are articulate speakers, readily joining in discussions, describing and recalling events, and asking and answering questions. They readily recognise their names and increasingly form letters and simple words. They confidently use numbers for counting and identify items according to number, colour, shape and size. Children are really interested in the natural world, observing and recording their findings through their pictures and photographs. They explore and investigate a wide range of materials, discovering how things work, react and change. Children are imaginative and creative, expressing their ideas and feelings through music, small world and role play and their imaginative drawings, colourful paintings, models and craft work.

Children are nurtured and thrive. Their individual care, health, dietary and cultural needs are fully understood and carefully met in the setting. Children have prompt appropriate treatment, in line with parents' wishes, if they have an accident, become unwell and need medication and parents are kept fully informed of their child's condition. Associated records are effectively completed, although occasionally staff signing accident records only include their first names, making it potentially difficult to identify them should this information be needed in the future. Children develop a very sound understanding of the importance of a healthy lifestyle. Through activities and sensitively managed personal care routines they know why and when they should wash their hands and brush their teeth properly. Quiet and more restful times are planned into each session and children have many opportunities to be outside and to be physically active. They go on visits and woodland walks, play ball games and learn to move in different ways during music, movement and physical education sessions. Their overall physical development, coordination and stamina are fully supported and extended by using a range of apparatus and wheeled toys. Children confidently make healthy choices about what to eat and drink, for example, because they help to choose the range of fruits offered at snack time.

Children are kept fully safe. It is evident they feel safe and emotionally secure in the setting, confidently expressing their needs and ideas to the kind, responsive adults. Robust safety procedures, including thorough, frequently reviewed risk assessments, ensure arrivals and departures are well-managed and that indoor and outside areas, toys and equipment are consistently clean, well-maintained, secure and free from hazards. Outings are very well organised and effectively managed. All staff are confident and conscientious about ensuring children are properly supervised and learn to take responsibility for their own and others' safety. For example, as part of the group's hazard analysis of toys, children are taught how to use tools and apparatus correctly and to safely use small parts of puzzles and construction toys. They take part in activities and discussions focussing on safety such as how to minimise the risk of harm to themselves and how to manage in an emergency, including taking part in regular practice evacuation drills.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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