

Woodcross & Manor Playgroup and Breakfast Club

Inspection report for early years provision

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Inspection date	11/11/2009
Inspector	Patricia Webb
Setting address	Woodcross Community Centre, Ettingshall Road, Woodcross, BILSTON, West Midlands, WV14 9UQ
Telephone number	01902 552405
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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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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

Woodcross & Manor Playgroup has been registered since 1984 with the addition of the breakfast club in 2002. The provision operates from one room in Woodcross Community Centre, in Wolverhampton, a single storey building adjacent to Manor Primary School. The setting serve the local and wider surrounding areas. The preschool sessions operate Monday to Friday, term time only from 9.00am to 11.30am. The breakfast club sessions operate each weekday, from 7.30am to 8.45am during term time. A holiday playscheme is operated for two weeks during the main summer holidays.

The setting is registered on the Early Years Register. A maximum of 30 children under eight years of age may attend the setting at any one time, of whom 25 may be in the early years age group. There are currently 17 children on roll in the early years age range. Older children are also cared for and this provision is registered by Ofsted on the compulsory part of the Childcare Register. Children attend each group for a variety of sessions.

There are five members of staff who work with the children, three of whom have early years qualifications to NVQ Level 3. The setting is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the familiar routines, supported by enthusiastic and friendly staff. The implementation of the Early Years Foundation Stage framework is being developed and there is a clear desire to make ongoing improvements, although the formal process of evaluating the impact on the children is not yet fully established. Strong and effective partnerships with other providers assist in developing consistency and continued progression for some children.

What steps need to be taken to improve provision further?

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

- develop the process for evaluating the quality of the provision to clearly identify strengths and priorities for development to drive ongoing improvement
- improve staff knowledge and confidence in the assessment process in order to effectively identify suitable levels of challenge, extension and support for individual children
- explore various strategies to involve parents and carers more actively in their children's learning and development
- develop inclusive practice more fully, particularly exploring strategies for non-

verbal communication, to enable all children to be actively engaged in the routines and making choices about their learning.

The effectiveness of leadership and management of the early years provision

Staff have a clear and robust understanding of safeguarding issues. They ensure that rigorous policies and procedures are fully implemented to protect children from harm and neglect. Risk assessments are conducted regularly to keep children safe in all activities. Robust recruitment and vetting procedures ensure that all adults working with the children are suitable. Children stay safe because staff are vigilant in the secure setting. Staff are clear about their responsibilities and supervise the children well. Children are protected from the risk of fire as regular drills are carried out, which cover all eventualities so that children and staff know what to do in the event of a fire. Children are learning about safety as staff explain to them how to play safely, not run indoors and to tidy away equipment and resources when routines change.

The playgroup has operated for many years and the senior practitioners recognise that the Early Years Foundation Stage has formalised the steady practice that has always been delivered. Training has been attended to raise awareness of the framework and further courses are organised to extend and update knowledge and confidence in order to further enhance outcomes for children. The playgroup works cooperatively with the adjacent school, meeting regularly with the nursery staff and discussing planning and themes to offer a consistent approach to children's activities. This enables children to make a seamless transition into the school routines when the time comes. The supervisor engages closely with the overall manager and the staff to explore new ideas and themes. They are aware of the strengths of the practice and are eagerly looking forward to improvements when the refurbishment directed by the school takes place shortly. However, the lack of a formal process of evaluating the quality of the provision or seeking the views and opinions of parents, carers and the children themselves results in a lack of focus when prioritising where best to target further improvement.

The management and staff know the children and their families well, building friendly relationships and exchanging relevant information in order to identify and meet individual needs. However, systems to involve them actively in their children's learning and development are not yet fully established and so parents are not yet regularly contributing to their children's records with what children are learning at home. The assessment process is developing and there is indication that staff understand about using children's current stages of development to plan and inform next steps. Records show that this is still in its rudimentary stages and staff are not yet wholly confident in specifying how to use this to plot challenge and extension, although they do support individual children effectively on a one-to-one practical basis.

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

Children enjoy their time in the playgroup relating positively with the familiar adults and their peers. Staff are caring and nurture the children, knowing many of them very well. Children use the child-focused environment, making choices from the selection provided by staff on a rotation basis. Pictures on some storage boxes and some resource areas enable children to self-select. However, the concept of such strategies being helpful for children with English as an additional language or children where verbal communication is still developing is not fully understood by staff. Some staff have particular skills in this area which are not yet being used effectively, such as sign language and experience of working with children with special educational needs and/or disabilities. Children do, however, learn about the diversity of their society celebrating festivals from various cultures and through accessing resources which depict positive images.

Children are learning about their environment as they eagerly recall how they have planted some bulbs in preparation for Christmas. When they check the progress, great excitement is expressed when the first shoots of one bulb are spotted. They have regular opportunities to access outdoor activity, spinning and twirling the large hoops with laughter and giggles as they try to hula with the hoops. They balance and become aware of their body movements as they step across the balancing steps and join in with music and dance activities eagerly. Staff use some activities to promote children's awareness of space, number and problem solving. For instance, two children try to collect all of the hoops and a member of staff asks them to consider how best to carry them all. They then realise that dividing the hoops between them would enable them both to assist effectively.

Some children are very capable and have higher starting points than others, for example, when recognising numbers, colours and shapes. Whilst some staff use effective question techniques to develop their thinking and reasoning, this is not always fully reflected in the assessment records hindering how other staff may extend and challenge such children. Children recall with humour the recent activity of having used shaving foam for making marks and patterns in trays. Food colouring was added for variety and children laugh about how their hands went blue. Circle time is used effectively to develop most children's communication and listening skills. They contribute to discussion with confidence and use routines for counting, calculating and organising their play.

Children's health and well-being are well-promoted. They follow well-practised routines for their own personal hygiene, gently reminded by staff about flushing toilets and washing hands. They enjoy healthy and nutritious snacks taken as whole group activity to promote social skills and conversation with the adults. As well as enjoying fresh fruit and vegetable sticks regularly, they also have opportunities to make their own snacks and sandwiches, developing independence and manipulative skills in using tools and implements. The provision works effectively in meeting its ethos in that children learn to separate from parents and carers with ease and are becoming aware of the needs of others as well as their own.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	2
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