

Congresbury Community Playgroup

Inspection report for early years provision

Unique reference number 115247
Inspection date 30/09/2009
Inspector Rachael Williams

Setting address The Portakabin, St Andrews School Site, Congresbury,
Bristol, Avon, BS49 5DX

Telephone number 0794 657 3079

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

Congresbury Community Playgroup was registered in 1992. It operates from a pre-fabricated building, which has ramp access, in the grounds of St Andrews Primary School in the village of Congresbury, North Somerset. The playgroup is open each weekday from 09.00 to 12.00, and 13.00 and 15.30 during term times; it also offers a lunch club in between the two sessions. The school holiday scheme operates from 09.00 until 13.00 during two weeks of the summer holiday period. All children have access to a fully enclosed outdoor play area.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 24 children aged between three and under eight years old. There are currently 48 children in the early years of age range on roll. Children come from the local and surrounding area. The playgroup supports children with special needs.

A voluntary parent committee manages the playgroup. It employs six members of staff; four of whom hold appropriate early years qualifications. The playgroup receives support and guidance from the local authority and has close links with the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup offers a warm, inviting and inclusive environment. Excellent relationships are established and staff liaise effectively with parents to ensure individual needs are routinely met. The uniqueness of each child is valued and acknowledged. Through effective interaction and support from staff children are engaged in a rich and varied range of experiences. Consequently, children make good progress in their learning and development. Staff are effective in ensuring outcomes for children are consistently good and ensure that appropriate systems are in place to safeguard children. Excellent teamwork ensures that staff have an accurate sense of direction and evaluate what they need to do to improve and secure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children's progression is consistently recorded, including children's starting points and capabilities, in order for children's learning priorities to be clearly identified
- develop the registration system to ensure that any late arrivals or early departures for children and adults from the session are clearly recorded

The effectiveness of leadership and management of the early years provision

There are robust systems in place to ensure effective recruitment and vetting of all staff and the committee to ensure that children are fully protected. Staff are experienced and well-qualified to oversee children's well-being and education. Effective arrangements ensure that staff receive suitable training and that there is a key person with a responsibility for safeguarding issues. Staff have good knowledge of child protection issues including the possible signs of abuse and the procedure to follow should an incident occur. Comprehensive risk assessments have been established for the new building and reviewed monthly to ensure children are cared for in a safe and secure environment. In addition to this staff are vigilant at carrying out daily checks to further ensure children's well-being.

Staff and the committee work exceptionally well together. They are focused on helping children to make good progress and have a common sense of purpose. There is a regular exchange of information to ensure that the setting runs smoothly for instance, staff meetings to secure improvement. For example, the staff are committed to enhancing the provision for the children with regards to free flow activities to the outside area. The team are proactive in identifying areas for improvement, as observed in past self-evaluation systems, however, the impact on the children has not been sufficiently evaluated. Questionnaires have been used to involve parents in the evaluation system and staff have acted on comments, such as providing a lunch club.

The partnerships and engagement with parents are excellent. Parents receive a wealth of information about the education programme and their children's well-being through regular discussions. Parents are encouraged to contribute to their children's learning as staff value the achievements of children made at home. Parents offer their support willingly for instance, so that children are able to select favourite books to take home. Excellent links with the school and the local traveller community ensure a smooth transition for the children. There is excellent liaison with early years professionals to fully support all children for instance, to provide appropriate speech and language exercises which are adapted so that all children can participate. Staff are very responsive to the needs of the children and all are effectively integrated into pre-school life. Staff have exceptional knowledge of children's backgrounds and needs hence, each child receives high levels of support by caring staff. The local environment, visitors and appropriate resources are used exceptionally well to promote children's understanding of diversity.

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

Children are cared for in a well organised environment which is well equipped with suitable, safe and hygienic toys and resources. Staff deploy themselves exceptionally well to meet the developing needs of the children for instance, the staff are consistent in their approaches to behaviour management and ensure that they communicate with children at their level so that they are clear on

expectations and boundaries. Children have a good sense of belonging for instance, they enthusiastically participate in the welcome song. Children are able to affirm their identity as they use a digital camera to take photographs of each other and then print them off to create photograph frames.

Children are settled and confident within the playgroup. Staff are excellent at identifying the key activity of the day and offering suggestions on how they could develop this activity for instance, creating photograph frames. Children are offered rich and varied experiences. They make decisions about their play accessing resources that interest them. Staff are aware of children's interests and are able to provide appropriate challenge when they select these for instance, when a child decides to make a crown she is supported exceptionally well to develop her idea. Children sit comfortably at circle time and staff encourage them to listen to others as they discuss their news. Staff are excellent at promoting children's communication skills as they listen and respond to the children for instance, when a child uses sign language to communicate his desire to play on the bikes outside. Children's role-play is encouraged well and stems from their interests for instance, children carefully carry chairs to the home corner and create a fire engine; some children dress up whilst others make the noise of the fire engine and the swishing of the water from the hose.

Staff have good knowledge of the children in their care hence, they make good progress in their learning and development. Relevant observations are carried out regularly however, these are not consistently used to monitor children's progression and do not clearly identify children's learning priorities in relation to their starting point and capabilities. For example, observations made this month have been placed in each key person's pocket and have not been transferred to the assessment records hence, as yet, these have not been shared with parents.

Staff ensure that children are closely supervised for instance, they make provision for children to remain inside if they do not wish to play in the outside area. High ratios are maintained at all times and staff ensure that a daily register is completed, however, when a time is added it is unclear whether this is the arrival or departure time. On the whole, visitors to the setting are accurately recorded to maintain children's welfare. Children become aware of their own safety through the clear explanations offered by staff for instance, when rolling tyres down the hill into the climbing frame younger children are given gentle reminders so that those climbing and sliding are not knocked over and hurt. Children are encouraged to handle scissors carefully and are reminded of the possible consequences if they carry on rocking on the chair.

Children are introduced to healthy lifestyles for instance, there are numerous opportunities for children to play outside in the well equipped, fully enclosed area. Children delight in exploring the ride-on toys; they negotiate pathways well and, when safely descending the slope, they adjust their speed to avoid collisions. Children explore their environment well for instance, they thoroughly enjoy collecting conkers and then using them in their artwork to mark-make and explore colour. Staff prepare healthy and nutritious snacks and children are able to make decisions for instance, about the filling in their sandwiches, which fruit they would like and which drink they would prefer. On the whole, lunch boxes provided by

parents are healthy and staff work alongside the children to support them in making healthy choices. Children are keen to observe the vegetables growing outside and keenly pick the ripe tomatoes, acknowledging that the green ones are not ready yet.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met