

# Great Witley Pre School 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

Great Witley Pre-school Playgroup opened over 30 years ago, registering as a charitable organisation in 2009. It operates from the main hall and a small room in the village hall in Great Witley in Worcestershire. The setting is adjacent to the local primary school and has an enclosed outside play area. The group opens each weekday morning except for a Wednesday, during school term times. Sessions are from 9.00am until 12.00noon with an option to stay until 1.30pm on a Monday and Friday. Children attend for a variety of sessions.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the group at any one time. There are currently 22 children aged from two to under five years on roll, some in part-time places.

There are six members of staff working with the children. Five hold a recognised early years qualification including a qualified early years teacher and the others have Level 2 or 3 qualifications. The manager is working towards Early Years Professional Status. The group is a member of the Pre-school Learning Alliance and provides funded early education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are successfully promoted because the group recognises the uniqueness of each child and ensures their individual needs are met so they make good progress and are fully safeguarded. Good partnerships with parents means they take an active part in the setting and the manager and staff create an inviting purposeful environment so children thrive and are eager to learn. The group demonstrates a generally good capacity to maintain continuous improvement, in particular by focussing on providing high quality resources and experiences, responding to children's ideas and needs, and ensuring staff have the relevant skills and knowledge to implement changes.

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

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

- improve the use of observations to more consistently assess children's progress and their individual learning priorities, and show how these are reflected in planning
- improve opportunities for parents to review their children's progress and agree their learning priorities
- improve the organisation of the setting by further developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

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

Children are fully safeguarded. The manager and staff understand their roles to protect children from harm and to take prompt action if they have any concerns about a child's welfare. Clear policies and procedures are available to guide them, and for parents to refer to so they understand the group's responsibilities for safeguarding. Children's welfare is further promoted because there are appropriate systems to ensure all those working with the children are suitable and that Ofsted is notified of changes to the committee. All required information is obtained about each child and their parents, including ensuring it is clear who may have legal contact with each child and who has parental responsibility for them. Helpful advice is given to parents to help them to provide accurate information about this.

The manager and staff understand their roles to promote children's welfare, learning and development. They are increasingly confident in carrying out their key person duties and those with designated responsibilities for safeguarding, behaviour and special educational needs understand the specific requirements of their roles and have well-organised information and guidance to help them in their work. Sound staff development procedures ensure required training such as first aid is attended and that staff have the appropriate knowledge, skills and qualifications. Sessions and routines are well-managed and enjoyable as adults are effectively deployed and children know what is expected of them and what is happening next. Activities are accessible and well laid out, creating a welcoming atmosphere in the main hall. Good use is made of varied and age-appropriate toys and equipment to promote children's differing abilities, interests and learning styles. As part of the group's commitment to improvement, priority is given to ensuring the children access good quality resources and experiences. As a result, recommendations for improvement made prior to re-registration have been addressed, and the group has plans to extend storage facilities and equipment, including the range of wheeled toys, and to offer children Forest School type experiences. In general there are suitable systems for monitoring the group's effectiveness, especially in the way children's ideas are encouraged and their health, safety and the curriculum are regularly evaluated. However, the group's evaluation of the group's effectiveness in meeting all aspects of the Early Years Foundation Stage is incomplete and has, in the main, been the manager's sole responsibility. This inhibits a fully accurate appraisal of everyone's views and of the setting's strengths and areas to develop.

In other respects children's care and education is supported by strong partnership with parents and others working with the children. Effective links are made with different agencies and providers of settings some children attend, in order to ensure consistency and continuity for those children. Parents are well informed about how the setting operates, including receiving an informative and helpful welcome pack. They are able to contribute to their child's learning and care in various ways, including serving on the committee, helping in sessions and providing items for activities and topics. Parents have some input into their children's progress records but lack regular opportunities to discuss and review their child's development and next steps.

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

Children enjoy learning and make good progress. The manager and staff are welcoming, encouraging and generally support children well so they remain involved and interested in activities. Staff have a good understanding of children's learning and development needs as a result of their observations and interactions with them. However, there are inconsistencies in completing assessments. This inhibits staff from having an overview of each child's progress and learning priorities to share with parents and to enable them to plan more accurately. In other respects topics and activities are rewarding and cover all areas of learning and staff confidently adapt their approaches and resources to cater for children's differing abilities and interests. Support for children with special educational needs and/or disabilities and for children who speak English as an additional language is good. The group works effectively in partnership with parents and other agencies to ensure children have the right levels of support, access other relevant services, resources and equipment, and are helped to make progress at their pace.

Children develop good skills for the future. They are eager to learn and soon settle to activities. The manager and staff encourage their choices, including organising some sessions when children take the lead in selecting toys, equipment and activities. Within sessions and topics there is a good balance of child-led and adult-directed activities. Children's independence is fostered during snack and meal times and personal care and hygiene routines. They are encouraged to look after their possessions and to help with tasks such as tidying up. Children get on well, playing harmoniously and showing respect for each other's differing abilities and backgrounds. Through topics, discussions and using toys reflecting positive images of diversity they learn to appreciate the life and customs of others. Children become articulate speakers, and the group uses appropriate strategies such as signing and visual prompts to help those who lack confidence or clarity or who speak English as an additional language. Children recognise and use letter sounds, some can identify their names and are beginning to form recognisable letters. Children think critically, using numbers for counting and problem solving, and increasingly they compare and match items according to type, colour, shape and size. Children are interested in how things work, change and react. For example, they observe and explore the changes to dry sand as more and more water is added, and they compare the textures of materials they use to make collages of the three houses featured in the story of 'the Three Little Pigs'. Children are creative, enjoying painting, drawing and making up their own tunes, including using a special musical train toy.

Children's welfare is promoted well. Their care, health, dietary and cultural needs are understood and met in the setting. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. The group has developed some helpful guidance to give to parents about healthy lunch box contents, the arrangements for administering first aid and minimising the risks of cross infection. Appropriate records are kept of accidents and medication and parents are kept informed. Children develop a sound

awareness of the importance of a healthy lifestyle, adopting good hygiene practices, making healthy choices about what to eat and drink, and enjoying regular physical exercise. They confidently manage wheeled toys, learn spatial awareness and develop coordination, for example, during physical education sessions. Children are kept safe as the premises are secure and free from hazards. They are well supervised and robust risk assessments are used to monitor overall safety, with prompt action taken to reduce risks and to ensure regular checks are carried out. It is clear children feel emotionally secure in the setting. They settle quickly and have positive relationships with the caring staff. Children also know about the correct use of equipment and toys and how to safely move around the premises.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2

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