

# Crescent Under 5's Playgroup

Inspection report for early years provision

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**Inspection date** 01/10/2009  
**Inspector** Christine Pollitt

**Setting address** c/o Alfred Sutton Primary School, Wokingham Road,  
Reading, Berkshire, RG6 1JR

**Telephone number** 0118 9010012

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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

The Crescent Under 5's Playgroup opened in 1975. It operates from the grounds of Alfred Sutton Primary School in Reading, and has full disabled access. The playgroup is on the Early Years Register and the compulsory part of the Childcare Register. The playgroup currently supports one child with special educational needs and/or disabilities and six children who speak English as an additional language.

A maximum of 24 children may attend the playgroup at any one time. There are currently 38 Early Years Foundation Stage children on roll aged from two to five years of age. The playgroup opens five days a week during school term time only. Sessions are from 09.00 to 11.30 every day. The children have the opportunity to attend the lunch club from 11.30 to 12.30 on Monday, Tuesday, Wednesday and Thursday. There are also afternoon sessions from 12.30 to 15.00 on Tuesday and Wednesday. This provides full day care from 9.00 to 15.00 on Tuesday and Wednesday.

There are seven members of staff who work with the children. Six of the staff have early years qualifications to NVQ level 2 or 3; one member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an outstanding playgroup where inspirational leadership ensures all staff work closely together to share their very detailed knowledge of each child's needs. They thrive and make outstanding progress in all areas of their learning. The staff take excellent care of the children in a very secure and inclusive environment. The partnership with parents and carers, the local school and other agencies contributes significantly to ensuring the needs of all children are fully met. The outstanding leadership and the continuously improving provision reflect the playgroup's excellent capacity to improve.

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

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

- share the exemplary practice for assessing the children's progress against the Early Years Foundation Framework with others to ensure effective transition and continuity of learning and care for all.

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

All the staff have high aspirations and are determined to provide the very best for children. They are continually seeking ways to enhance the provision. Self evaluation is excellent and underpins the continuous drive for further improvement. Arrangements for safeguarding are outstanding. The staff are alert to all issues relating to health and safety and have clear procedures for administering medicines and daily risk assessments of the safety of the building and the equipment.

All the adults have very high expectations of the children and are exceptionally good at ensuring the needs of every child are fully met. This includes those who are at the earliest stages of acquiring English or who find learning difficult. The staff have an excellent understanding of how to make the very best use of resources and space. For example, there is an excellent range of activities both inside and outside that provide an exciting, enjoyable and stimulating environment for the children. All the adults ensure that children are treated equally and have equal access to resources and activities whatever their background or ability. Consequently, the setting pays excellent regard to promoting equality and diversity for all children.

The leader has high aspirations and is continually strengthening the adults' understanding of all aspects of the Early Years Foundation Stage to make children's learning even more effective. They have developed, as a team, a comprehensive system for assessing the children's progress against the Early Years Foundation Framework. This secures a very accurate understanding of the level at which individual children are working and the progress they are making. The staff are keen to share this exemplary practice with other Early Years providers in the local area to ensure effective transition and continuity of learning and care for all youngsters.

The school's partnership with parents is outstanding. Staff work very closely with parents and carers as partners in their child's learning. There is a wealth of opportunities for parents to find out how well their children are doing and how they can help them learn at home. For example, children have individual learning journals of achievement and help to choose the work for inclusion in these folders. Each child regularly takes their journal home to share with others. The location of the playgroup within the primary school site ensures a smooth transition for children to the reception class.

The playgroup has secured a grant to develop further the excellent outside area. Self-evaluation takes into account the views of the children, parents, carers and other agencies. Advice and support from the Early Years leading teacher has resulted in improvements to the provision. The playgroup is very effective in identifying its strengths and weaknesses, and in planning actions that lead to improvement.

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

Children make excellent progress and achieve extremely well because they really enjoy learning and happily join in the excellent range of practical experiences and activities that capture their interest and attention.

There is an excellent balance between the activities organised by the adults and opportunities for children to make their own choices. Children too, are actively involved in planning their learning every day. This happens spontaneously and also in the daily planning session when children are encouraged to share with each others the activities they most enjoyed and what they would like to learn next.

Activities are exceptionally well planned and add much to the children's enjoyment of learning. Assessment information is used extremely well to plan the next steps in learning. The adults are keeping very detailed notes of pupils' activities which they share with each other. These are used very well to plan the next stages of learning and to accurately judge the children's progress in meeting them.

Children are curious, inquisitive and very absorbed in their learning. The variety of activities both indoors and in the outside area is outstanding and includes lentil collage, painting, play dough, sand and water. The children develop rapidly their imagination and social skills in the role-play area, which has been transformed into a 'kitchen'.

Healthy eating at snack times and the many opportunities for regular exercise such as climbing or riding wheeled toys helps them develop an excellent understanding of what to do to keep healthy and safe. Children love exploring new things such as peeling and cutting potatoes to make mashed potato to share with their friends. They know to put the peelings into the compost bin.

Every opportunity is used to help develop children's early literacy and numeracy skills. For example, they make an excellent start at learning about letters and numbers through short teaching sessions. They rapidly develop their speaking and listening skills because their carers take very opportunity to talk with them.

There are excellent opportunities to explore and investigate in the gardening areas and around the climbing equipment. Children learn to use a range of tools, and enjoy sharing the task of planting a hanging basket together, taking turns with the spades. They show excellent levels of confidence, attention and concentration. Children confidently take their own pictures for their journals using the digital camera, and enjoy choosing activities from the 'games sacks'. The large outdoor environment is exciting, and children are very active and playing happily together using wheeled toys and bicycles.

Children have an excellent understanding of the rules of the group and are aware of staying safe around other children, so their behaviour is exemplary. Their exceptionally well developed social skills are apparent when they meet together for snacks. They decide when to take their snack and choose who they wish to sit with. Children prepare their own fruit, pour their own drinks and then tidy their

things away. They are equally confident when they attend the lunch club. Children are always encouraged to be independent and as a consequence are all able to self-register, hang up their own coats, and wash their hands without a reminder. Children are exceptionally well prepared for moving on to the next stage in their education.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

Met