

# Warren Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 113813         |
| <b>Inspection date</b>         | 14/10/2009     |
| <b>Inspector</b>               | Teresa Colburn |

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| <b>Setting address</b> | Warren Playgroup, St. Peters Church Hall, Church Lane,<br>HENFIELD, West Sussex, BN5 9NY |
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| <b>Type of setting</b> | 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**

Warren Playgroup was re-registered in 2000 from an existing provision and is run by a parent committee. It operates from a church hall in Henfield and serves the local area. Children have access to a spacious hall and an enclosed outdoor play area. The group opens 9.30am to 3.00pm Monday, Tuesday and Wednesday and from 9.30am to 1.00pm Thursday and Friday. The group operates term-time only.

The group is registered on the Early Years Register. A maximum of 25 children may attend the group at any one time. There are currently 28 children aged from two years to under five years on the register. The group is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eight members of staff, of whom six hold an appropriate early years qualification. The setting receives support through a mentor from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a knowledgeable understanding of each child's uniqueness. Children are safe and secure. The partnership with parents, the local school and other agencies is significant in making sure that the needs of all the children are met, along with any additional support needs. This means children progress well, given their age, ability and starting points. There are regular reviews of practices, which identifies priorities and drives improvement, ensuring that outcomes for children progress positively. Management have a clear vision of the setting's strengths and weaknesses.

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

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

- ensure all relief staff have a clear understanding of the fire evacuation procedures
- continue to further develop the use of observations and assessments to identify learning priorities and plan relevant learning experiences for each child
- further increase key word labels around the setting in order to help children further understand that print carries meaning.

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

All staff demonstrate a secure understanding of child protection and of the correct procedures to follow. Excellent policies and procedures are in place and followed vigilantly by the staff to ensure children's welfare is effectively safeguarded and promoted. Effective recruitment procedures ensure that all adults working in the setting are safe and suitable. Informative written risk assessments and daily visual safety checks ensure that children play in a safe environment. Meticulously written ongoing risk assessments ensure both staff and children are aware of any possible hazards they may encounter whilst away from the setting. A fire escape plan is in place and practised periodically with the children, ensuring they know how to get out quickly should they need to do so. However, on the day of the inspection relief staff were unable to clearly demonstrate a clear understanding of the procedure to follow, therefore, potentially being unable to evacuate children effectively.

Management have a clear sense of purpose about they want to achieve and have built a committed, dedicated staff team. Management recognises the value of continuing professional development and staff have attended a variety of training courses. The setting's self-evaluation is clearly used to review practices and further identify areas for further improvement that are appropriate and achievable.

Staff are well deployed and work directly with children. Regular informal observations are conducted on all children to assess their achievements and progress whilst at the setting. Written observations made on children are supported with photographic evidence and examples of children's art work. Management has highlighted the need to further review the current observation, assessment and planning system to ensure it continually reflects each children's individual needs.

Children are happy and well cared for in the setting. They have easy access to a range of low level resources and equipment. Due to safety issues children are unable to freely access additional resources, however, staff have devised a comprehensive photo album ensuring children are aware other resources can be requested. Management is currently in the process of investigating ways to ensure children have more free access to additional resources and equipment. Children have continual free access to indoor and outdoor play, therefore, promoting their freedom of choice and independence.

Children benefit greatly from the good relationships in place between staff and their parents. Parents are provided with useful information about their child's day and welfare, along with detailed information about their child's learning and development. The setting is proactive in ensuring that children with special educational needs and/or disabilities are fully included and have their individual needs fully met.

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

Children thoroughly enjoy their time at the setting, having fun as they learn through stimulating play. Children are offered a wide range of interesting activities and resources to meet their individual needs and provide them with lots of fun and enjoyment. Daily activities are thoughtfully planned, taking into account children's individual interests and needs. The learning environment is well presented to help children make good progress towards the early learning goals. There is a balance of child-initiated and adult-led activities.

Children are inquisitive learners and question confidently what visitors are doing. For example, children approach the inspector and 'ask why they are alone and would they like them to play with them'. Therefore, demonstrating children feel a strong sense of security within the setting. Children develop a very good understanding of number and early calculation. They recognise shapes and use mathematical language during free play.

Children develop a good understanding of number and early calculation. They recognise shapes and use mathematical language during free play. Their communication skills are developing well, the children confidently sing nursery rhymes with each other, smiling proudly as they follow the actions. At present, the setting does not sufficiently display key labels in order to help children further understand that print carries meaning. Children show sustained concentration as they use construction toys to build fire engines and cars, proudly discussing their creations with each other and staff.

Children feel extremely comfortable in their surroundings and free to express how they feel without fear of reproach. They talk about their emotions and learn about differences in others and to show understanding. Children are developing an understanding of responsible behaviour because of the staff's gentle and calm manner that encourages children's understanding of learning right and wrong. Children respond well to this as staff spend a great deal of time talking to them and involving them in activities. Good manners are continually reinforced, which helps to create a relaxed and harmonious atmosphere. Children and staff have devised informative 'golden rules' for the setting. Prior to devising the list children were encouraged to think about what is appropriate behaviour when playing with friends, playing with resources and equipment and playing within the setting. Therefore, by involving children they are able to clearly understand the importance of their own safety and others whilst at the setting. A meaningful display of written 'rules' and photographs helps remind children of their input and discussions.

Children feel secure and are able to move around freely in the child-friendly environment, which enables them to explore and take risks while being appropriately supported. For example, they fully understand the importance of holding the 'walking rope' during outings, competently explaining to each other why they must not let go and relay excellent road safety knowledge and understanding whilst walking along the roads to the local leisure centre.

Children have plenty of opportunities to access physical activities. They visit the local park, enjoy PE sessions and freely access the outdoor play area. Children are active and gain confidence in what they can do with their bodies. For example, they immensely enjoy soft play sessions at the local sports centre. They excitedly jump up and down on the bouncy castle, throw and catch balls and attempt to hula hoop. This helps children to develop a positive sense of well-being.

## 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

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|--|---|
| <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

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|--|---|
| <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  | 3 |
| 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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                           | 1 |
| 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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