

Holsworthy Playgroup

Inspection report for early years provision

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Inspector

Judith Harris

Setting address

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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

Holsworthy Playgroup has been operating for over 30 years and has been registered since 1992. The group is run by a voluntary management committee and operates from its own premises set within a public garden area in Holsworthy, North Devon. Children use a playroom which provides areas for different types of play and they have safe access to the toilets. All children share access to an enclosed outdoor play area.

A maximum of 16 children may attend the pre-school and there are currently 30 children attending who are within the early years age range. The playgroup is open every weekday from 9.30am to 12:00pm during term times only. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six members of staff; five hold appropriate early years qualifications. The manager and three other staff have level 3 qualifications; the deputy holds a level 4 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school team work closely together to successfully support and promote children's individual learning and development needs. Children are cared for in a safe and secure environment where their welfare needs are effectively met. The well developed partnerships staff build with parents and other settings ensure there are good ongoing exchanges of information that effectively support children's development. The positive use of self-evaluation and reflective practice ensures that the staff and management teams are successfully driving the development of the pre-school.

What steps need to be taken to improve provision further?

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

- develop and promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for these. Wherever possible and practical, help children to learn to value aspects of their own and other people's lives, using props and stories about children who are both like them and different from them
- continue to develop the children's learning records to provide information about their individual interests and ongoing development in the pre-school, at home and in any other setting. Use this information to effectively plan for children's next steps.

The effectiveness of leadership and management of the early years provision

The pre-school's well organised management procedures provide appropriate systems to check and ensure the ongoing suitability of all pre-school staff and volunteers. All visitors are carefully identified and fully supervised, and all visits are recorded. There is a clear and well written safeguarding children policy which provides procedures in line with the Local Safeguarding Children Board guidelines. Effective systems are in place to support children's safety and security through regular risk assessments for all indoor and outdoor areas of the pre-school. The emergency evacuation plans are in place and regularly practised with the children. Arrival and collection times of all children are carefully monitored through clear, well used systems that maintain safety and security.

All required records and documentation are available and accurate; they provide a good range of individual information for each child. There are successful systems for sharing daily information with parents including accident and medication records, and details of activities and events. The pre-school's systems for gathering information about children's changing needs ensure staff are effective in identifying and supporting all children equally and meeting diverse needs. The versatile deployment of all resources including staff's and volunteers' time and individual skills means that children of all ages and abilities are successfully and enthusiastically included.

The staff team are enthusiastic and committed workers whose self motivation ensures they are actively developing their understanding of the Early Years Foundation Stage. The positive and effective use of self-evaluation and reflective practice supports the pre-school staff to successfully identify their strengths and weaknesses. This allows the team to develop clear ideas and plans for ongoing improvement and to continue their professional development through regular training opportunities. There is a high level of commitment to building positive relationships with both parents and other provisions. Regular information is exchanged with parents through children's individual contact books. Parents are enthusiastically welcomed into the pre-school with open sessions for new parents and children to support settling in procedures. The provision has good partnerships with all other settings that children attended, this supports smooth transitions from pre-school to school.

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

Children are happy and exceptionally well settled in the stimulating and comfortable environment of the pre-school. The warm, supportive relationships that children have with the pre-school staff ensure that they feel secure and are confident to be inquisitive and make choices. The pre-school are developing a range of observations and assessments in line with the Early Years Foundation Stage. These allow them to begin to build clear pictures of each child's interests and plan for individual learning journeys. Each child has a learning journey folder

and a contact book. Children's contact books contain photographs of the children at play with information about the learning that is taking place and links to the early learning goals. These are used to share information about children's progress and achievements with parents. The children's folders are used to compile information from the range of observations carried out by key-workers. These include an observation and assessment of children's settling in experience which supports staff in understanding children's needs from their first days in pre-school.

Children play confidently with very good levels of concentration in a wide range of activities. The well planned periods of free play time allow children time and space to develop play and use their problem solving skills to explore and experiment. Children build a house with the big wooden bricks; they work very well together and build co-operatively. Children talk about the size and shape of the bricks and identify which are bigger and smaller. A member of staff gets the camera to take photos of the construction and the children's building skills which the children are clearly delighted with. The adult sits with the children using open questions to encourage the children to think about how they build the house. Her careful monitoring supports children to build in their own way whilst ensuring there are no hazards when the bricks topple over. Children ask for a story and sit with a member of staff listening to the story, looking at the pictures and helping re-tell the story. At the sand tray children are using a ramp to slide vehicles down into the sand experimenting with different sizes and types and describe to an adult about how the vehicles go down the ramp. Children have free access to an art and craft table where they have paper scissors, glue and collage materials which allows them to create their own pictures. Children are discovering through inventive and complex role play games where they use their imagination to create and explore through play. Children take part in some activities that support them to learn about the wider world, however, diversity is not currently a part of all activities. All members of staff's interaction with the children is enthusiastic and animated; they encourage, extend and challenge children through careful questioning and lots of praise.

Children are carefully supported to learn basic hygiene skills through the use of good hygiene routines. Children are offered a good range of healthy and balanced snacks which support healthy eating. The pre-school takes detailed information about any special dietary restrictions to ensure children's individual dietary needs are met. Children are well behaved and positive behaviour is well supported through a clear understanding of what may cause a child to become upset or frustrated. The pre-school staff make skilful use simple distraction and re-direction techniques to help children develop good skills for self control.

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	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

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

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