

Broadwell & Coalway 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

Broadwell and Coalway Playgroup originally opened in 1984 and is a registered charity with a committee of parents. It operates from purpose built facility on the site of Coalway Community Infant School in Gloucestershire. Children have access to various enclosed outdoor play areas and the school grounds. The playgroup is open each weekday during school term times. Sessions are from 9.00am until 12.00pm on Monday and from 9.00am until 3.00pm on Tuesday to Friday. The group also provides various parent and baby and toddler sessions during the week.

The playgroup is registered on the Early Years Register. A maximum of 45 children may attend the playgroup at any one time. There are currently 93 children aged from two to under five years on roll, some in part-time places. Support is available for children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 11 members of staff who work with the children. The manager has Early Years Professional Status, eight members of staff have relevant Level three early years qualifications, one member of staff has a Level two qualification and two members of staff are working towards a Level four qualification. The group also employs two administrators and a cleaner. The group is a member of PATA and provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All those involved in the playgroup are dedicated to recognising the uniqueness of each child, and highly value partnerships formed with their families and others who work with them. Robust systems ensure each child's welfare, learning and development are effectively supported. Every child makes very good progress in relation to his or her starting points, and they are fully safeguarded and well cared for. The group demonstrates an excellent capacity to drive and sustain continuous improvement. Thorough monitoring and evaluation ensure areas for development are clearly identified and successfully followed up. Improvements are relevant and maintained because they take account of the views of parents, children and personnel involved in the group. Staff training and development are linked to managing change and children learn about the importance of healthy living and caring for the environment.

What steps need to be taken to improve provision further?

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

- developing a system to ensure the prompt completion of committee members' checks.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The playgroup has robust safeguarding policies and procedures, which the manager with designated responsibility for safeguarding and staff clearly understand and follow. Effective staff induction and training ensure everyone has an up to date knowledge of how to protect children from harm and to take prompt, appropriate action if they have any concerns about any child's welfare. Children's welfare is further supported as the group's robust recruitment, checking and training procedures ensure staff are suitable and have the relevant knowledge, skills and experience to work with children. Ofsted is notified of changes to the committee but the group has not fully implemented monitoring of new members' completion of checks in order to minimise errors and delays, which could impact on children's welfare. In other respects, the group obtains all required agreements and information about children and their families before each child's starts, so staff know who may have legal contact with a child, who has parental responsibility for them and who will collect them.

Children and families experience high quality provision. The manager and staff are passionate about what they do and are supported by an increasingly confident committee. The reorganisation of the group's management structure has resulted in clear lines of communication and a clear understanding of roles and responsibilities. Managers and staff are highly motivated and conscientiously carry out their duties. The key person system encourages positive bonds between children, families and staff. Everyone is committed to well targeted plans for improvement identified as a result of rigorous and wide ranging monitoring and evaluation. Actions to improve are well managed and sustained because the group has effective systems to underpin changes. These include following a robust appraisal, staff development and training programme to ensure staff have the key knowledge and skills to safeguard children, to promote their health and safety and to enhance their own good practice. All policies and procedures have been reviewed and the group is currently exploring ways to engage with children to assess the impact of these procedures on their understanding of boundaries and expectations. The group prioritised building on already good relationships with the adjacent primary school, to also establish sound partnerships with providers of other settings children attend or move onto. They now regularly share information about children's care and development and carry out exchange visits.

The group shows a real commitment to narrowing the gap for different groups of children and for promoting inclusive practice. This is reflected in the way the group plans for each child, including taking account of individual learning styles and backgrounds and the high importance given to forming positive partnerships with parents and carers. Flexible settling in arrangements are available for new families, including opportunities for home visits and using varied strategies to reassure children. Parents have plenty of helpful information about how the group operates. Their views about their children's care, learning and development are very much valued and really help staff to get to know children and to assess their starting points. Parents also appreciate the high quality support they receive and feel very

well informed about their children's progress. They are able to contribute in many ways to their child's learning and to the life of the group. Parents serve on the committee, help with fundraising, assist in sessions or provide items which link to topics and activities. They also follow up activities at home, such as, reading stories from the setting's book loan scheme.

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

Children really enjoy learning and make very good progress. The manager and staff are welcoming, encouraging and successfully support children and they create an inviting, stimulating environment both indoors and outside. As a result, children settle quickly, are keen to join in activities and remain involved and interested. Children are also eager to learn because their ideas, interests and needs are fully reflected in the selection of toys, activities and topics. These are varied and rewarding, cover all areas of learning and give children real opportunities to initiate their own learning, express their ideas and to discover, explore and experiment. Children's choices and interests are central to planning and staff have a sound understanding of each child's learning and development needs as a result of robust assessments. Staff's child observations and information from parents and others working with children, are used well to clearly identify each child's starting points and their ongoing interests and learning needs. These are carefully incorporated into plans and staff also adeptly adapt their approaches and resources to cater for children's differing abilities. Through their assessments and evaluations of the effectiveness of activities, the manager and staff have a consistent clear view of where children need more help or more challenge or if there are any gaps in the playgroup's provision. Support for children with special educational needs and/or disabilities and for children who speak English as an additional language is excellent. The group has well established, strong partnerships with different professionals and agencies working with children. The Special Educational Needs Coordinator (SENCO) and her colleagues are dedicated in their efforts to identify and access appropriate levels of support for children and their families and to implement effective strategies to help each child to progress at their pace whilst at playgroup.

Children develop very good skills for the future. They are keen and resourceful learners who confidently make choices and direct their own play as well as responding eagerly to adult initiated discussions and 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. They behave responsibly, get on well, play harmoniously and are confident to resolve minor disputes amongst themselves. Children develop positive attitudes towards each others' differing backgrounds and activities, discussions and resources are successfully used to develop their awareness and appreciation of the lives and customs of others. They are involved in activities in the local community, benefitting from close links with the adjacent primary school and enjoy finding out about lives and roles of others, for instance, during visits from the police or trips to the fire station.

Children become confident, articulate speakers. The group uses effective strategies, such as, visual prompts and puppets to foster everyone's attentive listening, turn taking in speaking and to help children who lack confidence or clarity in speaking or who speak English as an additional language. Children enjoy and listen attentively to stories, which they often act out. For instance, they dress up as the 'Billy Goats Gruff', travelling across the different bridges they have made. Children enjoy mark making. Many recognise letters and sounds, or their names and practise writing these. Staff also value and annotate children's work with their comments. Children's critical thinking is expertly fostered in practical, meaningful ways. As a result, children competently use numbers for counting and problem solving. For instance, at snack time they accurately compare the numbers of children at each table and the corresponding numbers of cups, plates or cutlery that are needed. They talk about and identify 'one more' or 'one less' and readily identify items by colour, shape and size. Children very much enjoy exploring sand, water and soil. Digging areas in the garden are popular and children also garden, tending vegetables and fruit. They are curious and keen to test things out. For example, a toddler makes a 'waterfall', by pouring water down some guttering she balances across the water container. A group of children decide to roll four tyres down the ramp which leads into an outdoor area, to see how far they will go. An adult helps the children to organise everything, including ensuring their own and everyone else's safety. Then in turn they roll their tyre down the slope, identify the one which travels the greatest distance and talk about the impact of the tyres' differing sizes, speeds and routes on the result. They then repeat the exercise, with some swapping of tyres. Children are creative and imaginative. Toddlers attentively tend their 'patients' in the hospital role play area and children of all ages express their ideas in their colourful and often detailed paintings and drawings. They all enjoy songs, rhymes and music and develop an appreciation of rhythm and beat

Children's welfare is promoted very well. Their care, health, dietary and cultural needs are clearly understood and carefully met. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear records are maintained and parents are kept fully informed. Children develop a sound awareness of healthy living. They adopt good hygiene practices and make healthy choices about what to eat and drink from nourishing snacks, which they help to prepare. Staff extend children's understanding through cooking and gardening. Children grow fruit and vegetables, for instance, cleaning, cooking and eating their potatoes. They recycle paper and are making compost. Children thoroughly enjoy being outside and being physically active. They move well, showing clear spatial awareness whilst using a range of wheeled toys, during physical education sessions and parachute games. Children competently balance and climb on a range of equipment, with opportunities to extend their skills on more challenging apparatus. Children are kept safe as the premises are secure and free from hazards. They are well supervised and robust risk assessments and safety checks are used to effectively monitor overall safety, with prompt action taken to reduce hazards. It is clear children feel emotionally secure in the setting. They have positive relationships with the staff who are receptive to those children who need reassurance and create appropriate opportunities for talking about feelings or difficult situations. Children are also taught how to behave in ways that are safe for themselves and others. They understand about safe movement around

the premises, how to correctly use toys and to safely store these and through regular discussions and practises they learn what to do in more challenging situations, such as, an emergency.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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