

# Kingswood Village Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	101729
<b>Inspection date</b>	30/03/2010
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<b>Setting address</b>	Village Hall, Wickwar Road, Kingswood, Wotton under Edge, Glos, GL12 8RF
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<b>Email</b>	
<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

Kingswood Village Playgroup opened in 1969. It operates from two rooms in the village hall in Kingswood, Gloucestershire. The playgroup serves the local area. It opens for Monday, Tuesday, Thursday and Fridays during school term times only. Sessions on Mondays and Fridays are from 9.15am until 11.45am. On Tuesdays and Thursdays session are from 9.15am until 1.14pm. The provider is on the Early Years Register.

A maximum of 28 children may attend the group at any one time. There are currently 24 children roll; all are in the early years age group. Children attend from Kingswood and the surrounding villages. The group currently have no children attending with special educational needs and/or disabilities or any children who speak English as an additional language.

The group employ six members of staff. All hold appropriate early years qualifications. The staff are supported by parents on rota duty. There are partnership arrangements with other early years settings in the local area.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and supervised adequately in the setting. They are making satisfactory progress in all areas of learning. Policies and procedures are in place but some lack detail and clarity. There is a satisfactory partnership with parents and information is shared daily with them. Links with other settings are being developed adequately with regular information shared between them. The group have started the self-evaluation process and have made satisfactory progress on addressing recommendations from the last inspection. The group have started to identify areas for improvement which demonstrates a commitment to improve the quality of care they provide.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility (Safeguarding and promoting children's welfare) 23/04/2010

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

- ensure regular evacuation drills are carried out and details of them recorded in a fire log book of any problems encountered and how they were resolved

- keep an accurate, daily record of the staff and children's hours of attendance
- develop the links between sensitive observational assessments and planning of activities so that all adults are able to offer support and extension to children's learning and development and continue to meet all their individual needs
- consider the organisation of daily routines to ensure children are offered a variety of activities to help provide challenging experiences that support spontaneous play to increase children's learning.

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

Children are safeguarded adequately. Staff have a suitable awareness of the procedures to follow in the event of having any concerns about children in their care. Clear records are kept of children's existing injuries, these are shared with parents. Adequate risk assessments are in place and cover all aspects of the setting including any outings that may be taken. Children are supervised well at all times as they play. Staff are vigilant when parents leave and collect their children, with a member of staff supervising the main door. The main door to the building is locked when children are present. Records show that fire drills have not been practised with the children since 2009. Currently staff do not obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility. Staff do record the attendance of the children and staff, but not the actual hours of attendance. A visitors book is used effectively and identification of visitors is checked. Clear procedures are in place to ensure that all staff are suitably checked and cleared to work with children. Clear accident and medication procedures are in place and all records are shared with parents on the day.

Resources are balanced and in a satisfactory condition. Staff offer children a selection of resources daily from which they may choose what they play with. However, on some days in the week children may get the same activity two days in a row, consequently some children may not be sufficiently challenged or able to develop their spontaneous play to increase their learning skills. Staff have a sufficient understanding regarding how to promote equality and diversity, but have a limited knowledge about how to include children that may attend who have English as an additional language, but this has been clearly identified in the groups' self-evaluation as an area for improvement. Policies and procedures for the group are in place, but some lack detail and clarity on procedures, staff are aware of this and the need to review them. There is a satisfactory partnership with parents and information is shared daily with them when they collect their child at the end of the session. There is a notice board in the entrance hall for parents which displays current and relevant information. Parents have regular access to their child's learning journey folders and questionnaires are completed. Parents help on rota duty which helps them feel involved in their child's learning and development. Parents spoken to speak highly of the staff, the care they provide and the easy access to information sharing. There is a suitable partnership with other early years settings being developed and the staff share written information on each child that attends another setting.

The staff have made a satisfactory start on the self-evaluation process. They have successfully addressed recommendations from the previous inspection and have started to identify areas for improvement and development, however, they have not fully identified some requirements that need reviewing. This demonstrates a clear commitment to improve and develop the quality of care they provide.

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

Staff have a suitable knowledge and understanding regarding the Early Years Foundation Stage of learning. They operate a key person system which works satisfactorily to help staff meet children's individual needs. Children have developed satisfactory relationships with staff and each other. They are well behaved, understand the rules of the setting and work well together as they play. For example, two children were observed playing in the home corner, which was a bakers' shop, they both bent down together to get something out of the oven and bumped heads, they both got up, looked at each other and both said sorry and they carried on playing. Staff are making suitable progress in their observations and planning of activities for children. They are identifying children's next steps and their interests well, but are not linking these fully to planning of activities to ensure children are provided with extra support or extension to enhance their learning and development.

Children make satisfactory progress in all areas of learning and development. They are confident, active learners and interested in the activities that are provided for them. Children enjoy looking at books alone and with the staff. They were observed listening to stories and taking part at appropriate times, they enjoy this. Some children were observed enjoying looking at books alone, they are able to access these and read them in a cosy corner the staff have made for them. Children enjoy role play and were observed taking part in the activity provided by staff. They had made the home corner into a bakers shop and children used play dough to make cakes and bread. They had cake tins, pots, pans and plates to help them 'bake' cakes. There were lovely interactions between the children as they discussed what they were making and how many cakes they had, how many they needed and what was needed to make cakes. A member of staff interacted with the children helping them to count and discussing what was needed, such as eggs, flour sugar and butter. Children enjoy developing their creative skills, they were observed making Easter cards and crowns. They were able to make their own creation and were praised when they completed it. They were encouraged to write their names on their work. Children were observed taking part in singing songs and action songs. They all took part with enjoyment.

Children are beginning to learn about healthy lifestyles and the importance of fresh air and exercise. They are able to have free access to an outside area where they ride bikes, scooters and play in the sand pit. Children were observed having a lovely time playing in the soil in the sand tray. They had gutters, stones and spades so they were able to explore the textures and what the soil did when it was put on the guttering. Children have access to large physical play equipment inside

as one room is used for this. Children are able to wander between rooms and choose what they would like to do. Children understand about the importance of hand washing and enjoy snack time. This is a social time and helps children develop independence and helps with their mathematical language and counting skills. Children sit round tables and one child is selected to count how many on the table, then goes to get the correct number of plates, another child then counts and gets the correct number of cups. A child will then get the milk or water jug and take it to the table so children can pour their drinks. Another child will then take round the food for the others to take some. All children are included and eat well at snack time.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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