

# Ridgeway Playgroup

Inspection report for early years provision

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**Unique reference number**

EY342824

**Inspection date**

19/01/2010

**Inspector**

Hilary Elizabeth Tierney

**Setting address**

Bussage Village Hall, The Ridgeway, Bussage, Stroud, GL6  
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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**

Ridgeway Playgroup is based in Bussage Village Hall. The setting was registered in 2006 and was previously known as Eastcombe Playgroup. The group have use of the hall, kitchen and toilet facilities and a fully enclosed garden area. The provider is on the Early Years Register.

The group are registered to provide care for a maximum of 24 children in the early years age group at any one time. There are currently 30 children on roll. Children attend from the surrounding area. The nursery is open on Mondays for a pre-school session from 9.30am until 1.30pm and Tuesdays, Thursdays and Friday mornings from 9.30 am until 12.30 pm during term times only. The group offer support to children who have special educational needs and/or disabilities. At present they have no children attending who speak English as an additional language.

The playgroup employ five members of staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The staff are supported by parents on rota duty.

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

Overall the quality of the provision is outstanding.

Children are progressing extremely well in all areas of learning and development and have developed superb relationships with staff. The key person system is highly effective. Staff know and understand the children and their backgrounds which helps to contribute to the children's welfare and well-being. Staff are knowledgeable and have a clear understanding regarding the Early Years Foundation Stage of learning. They provide a challenging, stimulating range of activities for the children. The setting is highly effective and there are highly effective partnerships between providers, parents and other agencies. A detailed self-evaluation has enabled the setting to clearly identify areas for improvement and all recommendations from the last inspection have been addressed successfully. This demonstrates a commitment to improve and continue to provide high quality care.

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

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

- encourage further the involvement of older children so they are able to take responsibility and join in helping with manageable tasks with particular reference to snack time.

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

Children are safeguarded extremely well. Comprehensive policies and procedures are in place which contribute to the smooth running of the setting. There is a designated person for safeguarding and staffs' awareness of this is good; they understand the procedures to follow should they have any concerns about children in their care. Detailed records of any incidents and children's existing injuries are kept and shared with parents. Confidentiality is maintained at all times. All adults are suitably checked and children are supervised extremely well. Robust risk assessments contribute to the safe running of the setting and the safety of children. Staff use clear explanations with children which ensures they are able to recognise and understand risks and keep themselves safe. For example, children are told to not run inside as they may fall and hurt themselves. Children are encouraged to walk, holding on to the hand rail when going outside down the footpath. Regular fire evacuation procedures are carried out with children and detailed records kept. Gates are used to prevent children's access to areas unsupervised. Staff are vigilant when children are arriving or leaving the building with parents. A member of staff is always at the main door ensuring children do not leave alone. The main doors are securely locked at all times when children are present. A visitors' book is used and their identity checked.

Staff have clear ambition for the setting and work hard as a team with excellent support from the trustees. Rigorous monitoring and annual appraisals for staff ensures their development and future training needs are identified. Regular staff meetings ensure good communication between them. Staff are highly motivated and effective in their approach. Their excellent knowledge of the Early Years Foundation Stage ensures the outcomes for children are outstanding. High quality resources and a warm friendly environment is conducive to the learning and safety of the children. Staff actively promote equality and diversity, they know the children and their families extremely well and work hard to meet their individual needs. Children are supported very well as they play and learn. The key person system works extremely well and helps develop children's confidence and self-esteem. The staff and trustees are committed to providing high quality care and the self-evaluation process is effective and detailed. The staff have been able to clearly identify areas for improvement and put in place action plans as to how these are to be addressed. The staff have successfully completed the recommendations from the last inspection which demonstrates a commitment to improve.

There are superb partnerships with other providers and agencies which help to contribute to the children's learning, development and welfare. Well established communication between the other settings helps staff to build on what the child already knows. An excellent partnership with parents has developed. They are well informed through home visits, individual meetings, tracker books, regular newsletters and notice boards. Parents' comments about the staff and the quality of care and activities provided are very complimentary and positive. All parents know their child's key person because they do the home visits. Parents' spoke about the importance and success of the home visits. Parents have easy access to

all policies and procedures and are clear about the complaints procedure. The parents' poster is clearly displayed. All necessary parental permissions are in place and authorised people to collect children with a password system are noted.

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

Children are progressing exceptionally well in all areas of learning and development. Staff provide a stimulating, challenging and safe environment where children are able to feel safe, confident, make friends and be active learners. Children obviously enjoy their time at the setting and have a sense of belonging. New children settle extremely quickly and are confident about leaving their parents. The staff provide a varied and challenging range of activities that help children to learn and develop. Children were observed having a lovely time making models from recycled materials; they cut, stick and design their own models with little help from staff. Children proudly show off their work to others and put the models to one side ready for their parents collecting them. Children have easy access to books and were observed sitting in a cosy corner looking at them alone or together. They are also able to choose books to take home at the end of the session. Children are able to access pens, paper and writing materials easily from small trays around the room. They were observed confidently making marks, cutting and drawing. Children develop good language skills through clear language used by staff. They ensure they speak to children at their level and engage in eye contact, particularly with children who have special educational needs and/or disabilities. Sign language is also used when required. Children enjoy role play and were observed having a lovely time dressing up, looking at themselves in a large mirror and talking about what they are wearing. Several children were observed having a lovely 'picnic'. They filled a basket with cups, plates and play food which they took to the cushions, then laid out the picnic and pretended to eat the food. Lovely interactions between the children were observed as they played.

Children understand about mathematical language. They were observed taking part in a number of counting games, sorting shapes and patterns and confidently counting using items or their fingers. Children understand about technology and were observed using a laptop confidently to complete appropriate games to develop their counting and matching skills. Children have good opportunities to explore their world around them with lovely outside play and a wide range of activities that promote equality and diversity, such as celebrating festivals, eating food from different countries and seeing books in dual languages. Children are developing skills for the future and staff are excellent role models. They encourage children to say 'please' and 'thank you' and encourage good behaviour through positive language and children respond with good behaviour. Staff are calm, caring and show great affection towards all children. Children understand the rules of the setting and are extremely well behaved. Children learn how to share, take turns and interact with each other as they play. They are taught to respect each other and their feelings. Children are social, happy and confident as they play. Relationships between children and staff are excellent.

Children learn about healthy lifestyles through excellent routines the staff have in

place. Children understand why they need to wash their hands before eating and after using the toilet. They use paper hand towels which helps prevent the spread of infection. Children are encouraged to bring their own water bottles and were observed using these during the session, they were also observed asking for them to be refilled when empty. Healthy snacks are provided and children were observed having a lovely social snack time where they sit well and interact with each other and the staff. During the younger children's session they were observed helping prepare the snacks and setting the tables with cups and plates. They are able to pour their own drinks of either milk or water. However, during the older children's session children did not help prepare the snack or set the table. They are encouraged to pour their own drinks. Children have regular access to fresh air and exercise, as the group have a lovely outside play area where the children can explore and investigate safely. They were observed having a great time making mud pies using the water from the water butts and soil in the garden area. They thoroughly enjoyed walking behind the bushes on the secret pathway and playing under the tree collecting sticks and leaves. Children were observed collecting ice that had formed in trays and watching it melt. There were lovely conversations between the staff and children about how cold the ice was, why it was there and why it was melting.

## 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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