

# Calton Road Playgroup

Inspection report for early years provision

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<b>Setting address</b>	Calton Road, Gloucester, Gloucestershire, GL1 5ET
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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*.

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**

Calton Road Playgroup is a committee run group, accommodated in an annexe within the grounds of Calton Infant School. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register, from February 2009. The school is situated in a built-up residential area, close to the centre of Gloucester. The playgroup building consists of three partitioned play areas and toilets. Children also have direct access to an outside play area and a garden. There is disabled access. The playgroup accepts up to 26 children aged from two years nine months to the end of the early years age range. There are currently 62 children on roll in the early years age group, including 57 funded three and four-year-olds. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens five days a week from 9am to 11.30am and from 12.30pm to 3.30pm, Monday to Thursday, during school term time. A team of four experienced staff are employed, led by the manager who is early years trained and has a Level 3 qualification. All staff are trained in early years care and education and hold certificates in first aid and child protection. The group receives good support from the local authority.

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

Overall the quality of the provision is good.

Children's individual needs and interests are valued and responded to through observation. Staff have a good understanding of the needs of Early Years Foundation Stage children. A wide variety of activities, adult-led and independent, ensure that all children are able to make good progress. Self-evaluation is in place, but is not yet focused enough to deliver clear plans for the future development of the group. The experience and commitment of the manager, staff and committee ensure that there is good capacity to improve.

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

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

- focus self-evaluation so that it becomes a useful tool for further development of the group
- develop the outside area so that it mirrors the learning environment inside and enables children to make progress in all areas of development.

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

The commitment and experience of the manager of the playgroup ensures that staff are well motivated and children are able to make consistently good progress. Policies, procedures and risk assessments are in place and include a daily check of

the environment. The welfare and safety of the children is clearly important to staff, and this is reflected in established and effective routines and safeguarding procedures that comply with current legislation.

Staff have a good understanding of the Early Years Foundation Stage requirements. Adults have appropriate qualifications and undergo ongoing training. There has been excellent progress on the recommendations from the last report.

The playgroup encourages happy, confident and independent children, who play very well together, support each other and chat happily to staff and the visitor.

Good quality resources enable all children to make good progress in a variety of activities of their choice. Children with special educational needs and/or disabilities are identified early and helped to make good progress with appropriate support. The playgroup has a reputation, amongst various local agencies, for their very good work with all children. The staff and committee evaluate the work they are doing, but this is a lengthy process at the moment and has not yet resulted in clear plans for future development. Parents' suggestions are considered through regular questionnaires and daily chats with staff.

Links with parents and carers are excellent. Key information is on display throughout the building and this includes the planned activities for the day. Newsletters keep parents informed about what is happening and how they can help their child, for example, how to help them read. Parents and carers are very positive about the playgroup and how attention is given to the 'individual child', and the resulting 'excellent progress' made by children. They also speak highly of the 'good communication' between the staff and themselves. Parents and carers speak of the strong links with the school, making the transition to school a positive experience. Links with external agencies are very strong. The playgroup is well supported by the local authority.

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

All children are able to make good progress towards the early learning goals. They enjoy their time in the playgroup and make independent choices of their activities including looking after each other in the role play 'hospital', working cooperatively to make a long 'snake' using magnets.

The secure and safe space is well equipped, with resources easily accessible. The space includes a physical play area and there is free independent access to the outside. Children enjoy making snow castles and experiencing the thaw as their snowman melted leaving his gloves as evidence.

Children's safety and well-being is very important, and routines ensure that children move safely around the space. Children are independent in their hygiene routines. Key workers are allocated to all children and health issues are correctly addressed. Excellent relationships exist between all in the pre-school, behaviour is excellent and, as a result, children work and play well together. Parents have the

opportunity to contribute to the children's development by contributing photographs and information from home to the learning journeys.

Planning is effectively based on themes and responds to the interests and developmental needs of the children. Observations help staff to identify children's interests and incorporate these into the planning. Children's work is valued and displayed. Assessments from observation and commentary are recorded in the children's learning journeys. Parents value these and enjoy looking through and contributing if appropriate. Assessments are shared with the school. Staff have identified that children cannot yet use the outside for all areas of learning and plan to improve this.

Children are encouraged to develop a healthy lifestyle through healthy drinks and snacks, which they sit down and share at snack time. Exercise is planned for as well as being a free choice activity. Children's understanding of the wider world is developed through books available, the celebration of festivals, visitors representing different cultures and participation in fund raising activities. Parents are very confident that their children are prepared well for the transition to school through the shared playtimes and summer term visits.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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

<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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## **Annex B: the Childcare Register**

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

Met