

Oaktrees Playgroup

Inspection report for early years provision

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Inspector David Shepherd

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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

Oaktrees Playgroup opened in the current premises in 2002. It operates from a purpose built room within Mason Moor Primary School, Southampton. It has a secure adjacent outdoor area. Disabled access is through both external doors. The pre-school serves the local area. A maximum of 25 children may attend each session, all of whom are of Early Years Foundation Stage (EYFS) age. The pre-school opens each weekday during school terms. Sessions are from 8.45am to 11.45am and from 12.15pm to 3.15pm. There are currently 23 children on roll aged from two to under five years. Children attend a variety of sessions. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs five members of staff who are appropriately qualified. Links with the school, local authority and the Pre-school Learning Alliance are good. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Oaktrees Playgroup meets the learning development needs and welfare needs of children of EYFS age satisfactorily. The staff know the children well and ensure that all of them, including those with special educational needs and/or disabilities and for whom English is an additional language, are fully engaged in and enjoy their activities. The staff review their work and have a satisfactory capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure hazards to children indoors are kept to a minimum by making the kitchen facilities inaccessible to children (Suitable premises, environment & equipment) 31/01/2010
- ensure premises indoors are safe and secure by ensuring the storage of resources are safe and do not present a hazard to children (Safeguarding and promoting children's welfare). 31/12/2009

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

- link assessments on children's achievements in the six areas of learning as exemplified in the EYFS statutory framework
- include the learning purpose behind activities in weekly and termly plans.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are satisfactory. The staff have developed an appropriate range of policies, adapted from those recommended by the Pre-school Learning Alliance, including safeguarding, promoting health and hygiene, equality of opportunity, behaviour management and complaints, that ensures the efficient management of the pre-school and the children's safety and well-being. These policies are known to parents so they can judge how well their children are being looked after.

Staff are deployed effectively. Key workers get to know children in the EYFS well. They assess and record the progress that the children in their group make. However, these assessments are not linked to the criteria in the six areas of learning as exemplified in the EYFS statutory framework. All staff work and play effectively with the children to ensure they receive enjoyable and challenging learning experiences at the pre-school.

Staff review their practice at the end of each session. They meet each week to plan for the following week. They meet each term for a planning day. The manager meets half termly with all staff to review what has gone well or not so well. Annual appraisals are carried out for each member of staff. All these meetings contribute satisfactorily to ensuring continued improvements in provision at the pre-school. The staff have begun to use the national guidance on self-review to ensure that the pre-school is providing the best for the children. The initial draft of this self-review is too descriptive and does not evaluate well enough the impact on children's outcomes of the provision in the pre-school. The ambition to drive through improvements in provision is satisfactory. The capacity to improve further is satisfactory. Administrative tasks, such as marking the register, are carried out efficiently.

The internal accommodation is satisfactory. However, the kitchen facilities are accessible to children and some resources are stored on the tops of shelves and present a safety risk for children. The outside provision is modest. It does not include opportunities for children to climb on and slide down equipment. Resources are in good condition, fit for purpose and stored neatly in boxes labelled by pictures to enable children to access them easily. The building is well maintained and provides a stimulating environment for children.

The partnership with parents is good. Parents complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. They complete a booklet, 'My Unique Child', prior to admission that informs staff about the likes and dislikes of their child. Key workers complete a useful termly record of children's achievements in the six areas of learning. Parents meet with key workers each term to discuss their children's achievements. Half termly newsletters are sent to parents to inform them about events at the pre-school. A parents' questionnaire is also available for parents to complete that indicates how effectively the pre-school is providing for

their children.

Good links are maintained with the school, especially with the reception teachers. A good partnership exists with the Pre-school Learning Alliance and the local authority. The pre-school has implemented effectively the recommendations from the previous report.

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

The quality of provision overall is satisfactory. Provision for children's learning and development needs and their welfare needs is satisfactory.

Children take part in their activities eagerly and clearly know what they want to do. They enjoy their activities and carry them out calmly and with good humour. During the inspection this included chatting to each other in small groups, stencilling, crayoning, construction activities and creative play in the home corner. In the outside play area, children enjoyed sand and water play and rode on scooters and other ride on toys. Evidence from displays on the walls indicates that all areas of the EYFS provision are included over time. Children have plenty of opportunities to practise their speaking and listening skills through the close interaction between staff and children. They are encouraged to become independent and help themselves. For example, they are encouraged to tidy up after playing with apparatus and toys. Good opportunities are provided for speaking, listening, reading, writing and number. Opportunities are also provided for practising computer skills. Overall, provision to help children in their future lives is satisfactory. However, staff do not plan well enough and indicate what children are to learn from each of the activities provided for them.

Children behave well and are developing good social habits. They form good relationships with staff and respond readily to them. They get on well with each other. This helps to make them good early learners and well prepared for their schooling. Children play sensibly. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The pre-school is a happy and welcoming place and provides a secure and enjoyable environment for all the children.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. Risk assessments on equipment and fittings are carried out appropriately. Daily risk assessments checking on the storage of resources are not rigorous enough as indicated by the storage of resources on the top of shelves that presents a hazard to children. This means that children are not totally free from the risk of careless and unnecessary accidents.

Children are encouraged to wash their hands and help themselves to snacks when they feel hungry. They help themselves to water at any time. This promotes their independence well. The tables are covered with plastic coverings that are wiped before use to prevent the spread of infections. Snacks are healthy and include

cereal, fruit, milk and water. Children clean their teeth after their snacks. They play outside in the fresh air at any time. This helps them to experience a healthy lifestyle.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
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

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