

George's Playgroup

Inspection report for early years provision

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| Unique reference number | EY337506 |
| Inspection date | 25/01/2010 |
| Inspector | Fiona Robinson |

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| Setting address | Harewood Infant School, Harewood Close, Tuffley, Gloucester, Gloucestershire, GL4 0SS |
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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

George's Playgroup is run by a voluntary management committee of parents. The playgroup operates from a room within the premises of Harewood Infant School. It has been registered at this venue since 2006. There is ramped disability access to the setting. The pre-school room has its own kitchenette and toilet facilities and an enclosed outdoor area is easily accessible. The group has regular use of the school's covered play space, main hall and outdoor play areas. The setting is registered on the Early Years Register. Care is offered to a maximum of 24 children aged between two years and under five years at any one time. There are currently 22 children on roll. Funded three and four-year-olds are accepted. The playgroup opens during term time only on Tuesday, Wednesday, Thursday and Friday mornings from 9am until 11.30am and Monday, Tuesday, Wednesday and Friday afternoons from 12.15pm until 2.45pm. The group supports children with special educational needs and/or disabilities and English as an additional language. An established team of six staff work with the children. Five of these hold a recognised early years qualification and one is working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is outstanding because children are treated with warmth and respect in a bright, stimulating environment. Children enjoy their activities and achieve very well. Staff are excellent at promoting the children's welfare and ensure the children are fully included in activities. Partnerships with parents and the host school are excellent and information is shared effectively. Staff clearly identify where their strengths and areas for development lie and demonstrate an excellent commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in the setting.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because comprehensive policies, procedures and documentation are in place to ensure children's welfare is always safeguarded and promoted. Risk assessments are carried out regularly and meticulously to ensure risks are minimised. Staff safeguard and promote children's welfare very well, because they have an excellent understanding of their safeguarding procedures. Children benefit from close supervision during play. The outdoor area is fully enclosed and kept safe and secure, while fire drills are practised regularly. There

are robust collection procedures in place for parents to follow when collecting their children.

Partnerships with parents are outstanding. Information is shared regularly by newsletters, questionnaires and daily conversations. Parents are encouraged to become involved and support their child's learning by joining in with the daily rota system. They are invited to the setting twice weekly to share and contribute to their children's learning journey. Children take home library books every week to share with their parents and staff give regular feedback on the children's achievement and progress. Parents say that staff are friendly and caring and that the environment is bright, positive and stimulating. They are kept well informed of special events through discussion and newsletters. The playgroup has excellent links with the host school and shares information very effectively with them, especially concerning children with special educational needs and/or disabilities.

The setting is very well led and managed and staff have a very clear understanding of strengths and areas for development. Staff are well deployed and resources are used effectively to meet the needs of the children. There is rigorous monitoring of activities and staff ensure children are fully integrated in the playgroup and achieve very well. They actively promote equality and diversity and regular self-evaluation helps identify areas for improvement. Their main area for development is to extend the use of technology in the setting, through the use of the digital camera and the computer. Record keeping is meticulous and the key person system works very well in this setting. Staff meet weekly to share planning and assessments for the children's learning journeys. Monitoring systems are rigorous and staff actively promote equality and diversity. They demonstrate an excellent capacity for future improvement.

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

Children are cared for in a stimulating, inclusive environment. They enjoy learning through interesting play and practical activities. A very effective key person system ensures that their work is regularly evaluated and their ideas and interests are recorded and used for planning.

Children concentrate well as they listen to stories, such as 'We're Going on a Bear Hunt' and enjoy joining in actions and choruses. Their personal, social and emotional development is promoted very well. They are keen to practise their counting through singing songs, such as 'Five Little Monkeys'. Most count up to 10 and beyond. They use their imaginations well as they create colourful patterns and designs on the computer. They enjoy writing and posting letters and making snowmen. Their creative skills are developed very well and they like painting pictures and using leaves to print patterns. They tunefully sing 'Twinkle, Twinkle, Little Star' and show an interest in growing their own vegetables. They achieve very well in a well organised environment.

Children's health is promoted very well through healthy eating and physical exercise, including dance. They freely access drinks and are encouraged to make

healthy choices at snack time. They enjoy eating a wide variety of fruit and learn to safely prepare fruit, vegetables and sandwiches for a picnic. They gain an excellent understanding of keeping healthy and safe. They benefit from talks about fire safety and road safety and are taught how to use equipment safely. Festivals such as Diwali, Christmas, Eid and the Chinese New Year provide children with valuable opportunities to dress up, taste food and learn about other life and customs. They enjoy fundraising activities and are helped to compile the rules for the playgroup. Children are very well behaved because staff are excellent role models and expectations are high. Independent skills are promoted well and overall, children are very well prepared for the next stage in learning.

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

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| 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

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| 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 | 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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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