

Tuffley Playgroup at Harewood Infant School

Inspection report for early years provision

Unique reference number	EY340893
Inspection date	25/01/2010
Inspector	Fiona Robinson
Setting address	Harewood Infant School, Harewood Close, Tuffley, Gloucester, Gloucestershire, GL4 0SS
Telephone number	01452 526889
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Tuffley Playgroup has been registered at Harewood Infant School in Tuffley, Gloucester, since 2006. They also operate from the local scout hut that is their main base. The group has the use of a classroom, designated for pre-school use. They can also use the school hall, covered play area and outdoor play facilities. There is ramped disability access to the setting. An Early Years Foundation Stage curriculum is offered for funded children across the playgroup's two sites.

Sessions at the school are offered on Monday mornings from 8.30am until 11.30am and Thursday afternoons from 12.15pm until 3.15pm, term time only. These sessions are offered to pre-school children aged over three years. There are currently 18 children on roll aged three to four years. All of these children are in receipt of education funding. The group can support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered on the Early Years Register.

An established team of seven staff work with the children; of these, five hold a recognised early years qualification and two are working towards this. Staff are employed by the voluntary management committee of playgroup parents.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully included in an interesting range of activities and respond well to the care and support they are given. Excellent partnerships with parents and the host school ensure that information is shared very effectively. Children settle well and enjoy their time at the playgroup. Managers and staff clearly identify where their strengths and areas for development lie. They have good capacity to drive improvements forward in the future.

What steps need to be taken to improve provision further?

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

- develop resources in the outdoor area of learning
- develop the use of technology in activities

The effectiveness of leadership and management of the early years provision

Children's safety is protected well, because staff have a good awareness of health and safety issues and the setting is very secure. Risk assessments are carried out regularly and staff ensure children are well supervised. Comprehensive policies and procedures are fully implemented. There are robust systems in place for the safe collection of children. Children use a good range of equipment that is safe and

suitable for their age.

Partnerships with parents are excellent. They say their children enjoy coming to the playgroup. They receive clear information about activities and special events. Staff work hard to keep parents fully informed of their children's learning journey and keep them updated on their achievement and progress. Partnerships with the host school are excellent and information is shared very effectively with them. There are also excellent links with the community, as children are helped to run their own allotment at their other setting.

The playgroup is well led and managed with clear plans in place for future improvements, which are based on accurate self-evaluation. These include increasing the resources for outdoor play, which is a key improvement area. Good progress has been made in addressing the recommendations of the previous inspection. In particular, children are provided with a good range of activities for creative and physical play. Staff plan together and share information regularly at weekly team meetings. They carry out regular observations of children's progress to guide planning. They work well together as a team and regularly access appropriate training opportunities. Regular appraisals of staff are carried out and they demonstrate a good capacity to improve. The manager and staff promote equality and diversity and ensure children are fully integrated in activities. They recognise the need to increase the use of technology in activities, such as the children's use of the digital camera.

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

Children achieve well in well-planned indoor and outdoor activities. An effective key person system ensures children experience good continuity of care and staff respond well to their individual needs. Children are well behaved and share resources sensibly. They learn to behave responsibly and safely because staff are very good role models. Children are encouraged to be independent and confident in a well organised setting.

Children's health is promoted well through healthy eating and regular exercise in Active Start sessions. Outdoors, they develop their climbing and balancing skills and they enjoy playing games with the parachute. They are encouraged to make healthy choices at snack time and enjoy making pizzas and eat a wide range of fruit. Children are skilful at growing their own vegetables in their allotment and enjoy sampling the carrots and tomatoes. They learn how to use tools safely when making models and preparing sandwiches for a picnic.

Children have fun being creative in their stimulating indoor area. They are keen to paint pictures and enjoy dressing up for role play in the office area. They learn about numbers and most can count up to 10 and beyond. They practise their number skills when they sing 'Five Little Firemen Standing in a Room'. Their listening skills are developed well when staff read stories such as 'Grandmother's Footsteps'. They are making good progress in linking sounds and letters and enjoy looking for shapes in the environment. Their creative skills are developed well and

currently they are designing pictures for a patchwork quilt. There are more limited opportunities for children to use digital cameras to record their own achievements. Festivals such as Christmas and the Chinese New Year increase their understanding and widen their experiences of their own and other communities. They enjoy going on environmental walks and building snowmen in the snow. Trips such as a recent 'Santa Cruise' enrich their experiences at the setting. Overall, they are well prepared for the next stage in their learning in this stimulating and inclusive setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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