

Yarnton Playgroup

Inspection report for early years provision

Unique reference number	133975
Inspection date	05/02/2010
Inspector	David Shepherd
Setting address	William Fletcher Primary School, Rutten Lane, Yarnton, Kidlington, Oxfordshire, OX5 1LW
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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

Yarnton Playgroup opened in 1969. It is run by a committee and operates from a self-contained unit within the grounds of William Fletcher Primary School in the village of Yarnton. There is an enclosed garden area for outside play. Disabled access is through the front door. The playgroup is registered to accept a maximum of 16 children aged two to under eight years at any one time. Of these, not more than eight may be under three at any one time. There are 28 children on roll, all of whom are of early years age range. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. It opens each weekday during term time, providing a morning session each day, four afternoon sessions are also held. No afternoon session takes place on Tuesday. Sessions operate from 8.45am until 11.30am and from 12.30pm until 3.00pm. Children attend for a variety of sessions. Four staff who are appropriately qualified overall work with the children. Good links are established with the school, local authority and the Pre-school Learning Alliance. The playgroup is on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Provision at Yarnton Playgroup is outstanding. It is outstanding in meeting the learning development and welfare needs of children of early years age range. The staff know the children very 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 at the end of sessions and in their weekly planning meetings and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- continue to evaluate the strengths and weaknesses in provision and leadership and management at the playgroup and identify areas to improve.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good. The staff have developed a wide range of policies that are regularly updated and these ensure the efficient management of the playgroup and the children's safety and well-being whatever their need or ethnic heritage. Parents are invited to contribute to the policies whilst in draft form so they can judge how well their children are being looked after.

The way staff are deployed is excellent. Key workers get to know the children in their group very well. They assess and record the progress that these children make effectively. These assessments are linked to the criteria in the Early Years Foundation Stage (EYFS) provision and are recorded systematically under the six areas of learning in each child's individual portfolio. Children with special educational needs and/or disabilities and those for whom English is an additional language are catered for well. During the inspection, the speech therapist from the local health authority worked on a one-to-one basis with one child. All staff work and play very effectively with the children to ensure they receive enjoyable and challenging learning experiences at the playgroup.

Staff review their practice at the end of each session. They meet one afternoon each week to reflect on what has gone well or not so well and to plan for future sessions. These meetings make a significant contribution to ensuring continued improvements in provision at the playgroup. Staff have begun to use the national guidance on self-review to ensure that the playgroup is providing the best for the children. The early comments in this are too descriptive and not evaluative enough on what is going well and what needs to be improved. This is important to ensure that the provision continues to meet the needs of children most effectively. The ambition to drive through improvements in provision is good. The capacity to improve further is good. Administrative tasks, such as marking the register, are carried out efficiently.

The internal accommodation is good. The outside provision is spacious and includes a hard surface area and grassed area. Resources are plentiful, in good condition and fit for purpose. The recent addition of the pirate ship on the grassed area provides children with good opportunities for creative play. The buildings are well maintained and provide a stimulating environment for children.

The partnership with parents is outstanding. Parents are invited to comment on policies and receive copies of key policies on request. Some help as parent volunteers on a rota basis and all know the type of activities that take place each day. As a response to a questionnaire, one parent suggested that they would like more information about what their child had achieved during each session. This would strengthen the excellent channels of communication with parents that already exist. Parents complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. Parents are informed about the progress their children are making at the playgroup in the six areas of learning. This is achieved by discussing their child's portfolio at annual parents' meetings. Parents receive termly newsletters that outline events at the playgroup and guidance about how they can help their child at home. For example, parents are encouraged to illustrate by photographs or short comments the adventures of the playgroup bear that goes home on a regular basis. They also help during visits off-site such as to the Cotswold Farm Park and to special events such as Christmas parties. Some talk about their skills, such as Japanese cooking and simple first aid.

Excellent links are maintained with the school. Together, playgroup staff and school staff are working on an assessment record that would transfer with the child upon leaving the playgroup. A very good partnership exists with the Pre-

school Learning Alliance whose generic policies provide useful guidance when devising those for the playgroup. Good links are maintained with the local secondary school whose pupils visit the playgroup for work experience. The playgroup has implemented effectively the recommendations from the previous report.

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

Provision for children's learning and development needs and their welfare needs is outstanding.

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 playing percussion instruments and a toy guitar, playing computer games, sand and water play, painting, learning the names of colours such as red, yellow, green and blue, cutting and sticking and creative play in the home corner cooking and preparing a snack for an adult. Outside, children rode on toys, played with push chairs, played in sand and with a range of small toys. They had great fun hunting for a bear that had been hidden. 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 readily pick up books and follow pictures and stories that are discussed with an adult. Early writing skills are practised as children make marks on paper. There is a good emphasis on practising counting up to 10 and beyond. During the inspection, children regularly counted the number of children and adults in the room at the time. They learn the names of different shapes and have opportunities to draw them using a stencil. Good opportunities are provided for children to practise their keyboard skills on the computer as they follow different games. They are encouraged to become independent and help themselves. For example, children put out and tidied up cushions for whole group sessions. They help prepare their snacks by placing dishes, beakers and name labels around the table. They are encouraged to tidy up after playing with apparatus and toys. They behave well and are developing excellent social habits. They form very good relationships with staff and respond readily to them. They get on well with each other. All 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 playgroup is a happy and welcoming place and provides a secure and enjoyable environment for all 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, fittings and off-site visits are carried out systematically. Daily risk assessments checking on any damage to toys and equipment that might have occurred the previous day also take place. This means that children are free from the risk of careless and unnecessary accidents.

Children wash their hands before snacks and take turns at being the soap monitor. They also wash their hands after visiting the toilet. Snacks are healthy and include fruit, water and milk. They also help themselves to water at any time. This promotes their independence well. The tables are covered with plastic cover that is wiped before use to prevent the spread of infections. Children 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?	1
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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
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Outcomes for children in the Early Years Foundation Stage

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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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