

Pawlett Village Playgroup

Inspection report for early years provision

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Inspector

Elaine Douglas

Setting address

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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

Pawlett Village Playgroup is run by a parents' committee. It opened in 1992 and operates from a main hall, storage room, toilets and kitchen facilities, in Pawlett Methodist Chapel Hall. Children have access to a secure, enclosed, outdoor play area. It is situated in the rural village of Pawlett, near Bridgwater, Somerset. The playgroup is open from 9.15am to 3pm Monday, Wednesday and Friday and 9.15am to 12.15pm Tuesday and Thursday, term time only.

The playgroup is registered on the Early Years Register. A maximum of 18 children may attend the group at any one time. There are currently 17 children aged from two to under five years on roll, some in part-time places.

There are four part time members of staff, of whom three hold a level 3 early years qualification and one holds a level 2. One member of staff is working towards a level 5 qualification. The setting provides funded early education for three and four-year-olds. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and how to promote children's welfare, learning and development through meeting their individual needs. The generally good exchange of information with parents and other settings ensures that all children make good progress overall. Children play in a happy, welcoming environment which provides good opportunities to promote their confidence and independence. Routines provide children with a sense of security and good procedures keep them safe and secure. Effective systems are in place to monitor and review the provision, so that they make continuous improvements, to ensure good outcomes for children.

What steps need to be taken to improve provision further?

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

- update the complaints policy to inform parents of the correct address for Ofsted and reference to the Local Safeguarding Children Board
- extend the use of adult led activities to challenge the more able children
- include parents' contributions in the assessments and link the observations to the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the staff's good knowledge of child protection issues. The designated person has received appropriate training and is booked onto

another course to keep her knowledge up to date. Good documentation is in place to provide further guidance. Good risk assessments are carried out on all areas of the premises and for each outing. They have daily checklists to ensure that all appropriate safety equipment is in place. Staff are well deployed inside and outside to supervise and support children, and good communication between staff ensures this is maintained. The premises are kept secure, and staff monitor the door as children arrive and depart, to ensure they only leave with a responsible adult. Policies and procedures have been updated in line with the Early Years Foundation Stage. However, the complaints policy refers to the Area Child Protection Committee, which are no longer in use and does not have the correct address for the regulator. Children and staff records are well organised, confidentially maintained and available for daily use and inspection. Good recruitment procedures help to ensure only suitable staff are employed.

Parents receive good information on the provision and their child's development, through the notice board, and written and verbal communication. 'Wow forms' have been implemented for parents to make home observations of children's achievements. Children's key person provides daily written information for their parents and make themselves available for discussions. Staff share information with other providers of the Early Years Foundation Stage and parents, to ensure they can meet their welfare and learning requirements. Parents have good opportunities to be involved in the committee and to share their expertise in supporting staff in promoting learning, for example celebrating Chinese New Year.

The group are currently going through several staff changes but remain focused on meeting the needs of the children. Regular staff meetings are used to acknowledge and work out any issues. Good systems are in place to monitor, review and evaluate the provision. Parents and all the staff have opportunities to contribute to this, which ensures appropriate actions are set to bring about the most impact on outcomes for children. For example, the free flow access to the outside has been introduced, along with a cafe system for the children to access their snack. Their commitment to continuous improvement is evident in the actions they have taken to meet the recommendations made at the last inspection. Induction, annual appraisals and supervision are used to ensure staff are aware of their roles and responsibilities, and identify any personal development.

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

Children are happy and settled in the playgroup because staff work closely with parents to ensure a smooth transition. Staff make regular impromptu and focused observations of the children, which includes children's interests and their involvement over a period of time. They use this information effectively to plan to support children in their development. This means, that children make good progress, considering their starting points, abilities and ages. However, the assessment system does not record parents' initial contributions or link the observations to the early learning goals.

Staff provide good interaction and encourage children to experiment. For example,

staff encourage children to comment on what is happening when using cornflour, as it appears to go solid and then become liquid again. Staff engage children in conversations about their own interests, which promotes their vocabulary and communication skills. Children engage in their own initiated activities and adult led activities are well planned to cover all areas of development. For example, cooking shows children how books are used for information, they weigh, measure, count, knead and use a range of tools. They learn about safety and hygiene, as well as changes in the ingredients and the different processes. However, some adult led craft activities are pre prepared and although well supervised children are not able to use equipment such as the stapler, which does not challenge the more able children.

The learning environment is attractively set up to make children feel welcome and to motivate them to learn. For example, the role play area is made into a hospital, children use the telephone and make marks in the diary for appointments. They dress up as a doctor and take on the role, bandaging patients and using a stethoscope. A good range of resources are available in low-level containers to enable children to make choices and develop new skills. The book area is made comfortable with child size soft chairs and cushions. A wide range of resources are available in the garden to promote all areas of development, for those children who prefer to learn outside. Whole group activities are used to encourage children to develop good listening skills. Children enjoy stories and listen attentively, answering questions and predicting what might happen.

Children bring in their own drinks which they can access throughout the session, inside and out. The cafe style snack enables them to sit in a small group, pour their own drinks and make nutritional choices, for example a range of fruits, malt loaf or crackers. Parents are encouraged to provide healthy packed lunches and children take part in activities to promote the awareness of healthy eating. Children are confident to explore all areas of the provision. They learn road safety when they are out and about in the village, and do not run inside the setting, to prevent accidents.

Good systems to manage children's behaviour supports them in understanding the expectations. For example, when certain music plays the children know it is time to tidy up and respond positively. Staff give clear explanations as to why some behaviour is not allowed, for example if their actions may hurt themselves or others. Children gain independence through daily routines, as they help with cleaning tables, sweeping floors, clearing their snack away, pouring their own drinks and putting on their own coats. Children gain a strong sense of achievement and belonging, as they take part in local events. For example, children grow their own spring flowers and enter into the local flower show. Children use a range of resources which promote their awareness of people's differences and the wider world.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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