

Abbey Road Playgroup

Inspection report for early years provision

Unique reference number	205312
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Inspector	Fiona Robinson

Setting address	Abbey Park First & Nursery School, Abbey Road, PERSHORE, Worcestershire, WR10 1DF
Telephone number	01386 552722
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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

Abbey Road Playgroup opened in 1984 and is supported by a management committee. The group operates from a playroom in the main building of Blossom Vale Children's Centre in Pershore. There is a fully enclosed play area available for outdoor play. There is disability access to the building. A maximum of 18 children may attend the playgroup at any one time. There are currently 22 children from two to three-years-old on roll. This includes nine funded children. Children attend for a variety of sessions. The setting supports 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.

The group is open on Monday to Thursday mornings from 9.00am to 12.00 noon during school term-times only. There are five members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the pre-school and are fully included in interesting, well-planned activities. Excellent links have been developed with parents, the Children's Centre and the host schools. The staff are very effective at promoting the children's welfare and self-evaluation is used well to identify strengths and areas for development. The manager and staff demonstrate a good capacity to improve 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 the outdoor area of learning
- develop the forest school provision.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well, because staff have an excellent knowledge of safeguarding procedures, including child protection. Comprehensive policies and procedures are fully implemented to protect children's safety. Detailed risk assessments are completed and reviewed regularly and the setting is kept very secure. There are robust arrival and departure routines for parents to follow when collecting their children. There are also rigorous systems in place for staff recruitment and vetting. Children are very well supervised to ensure their own safety. Fire evacuation procedures are known and understood and children benefit from safety rules put in place by staff.

Partnerships with parents are excellent and information is shared very effectively through discussions, newsletters and the parent's notice board. Parents say that staff are very friendly and caring and feel that the pre-school provides a great start to the children's life. Staff encourage them to become involved in the evaluation of the setting through the questionnaires they receive. Key staff regularly share the children's achievement profiles with parents and keep them well informed of their children's learning and progress. They set children realistic targets and evaluate regularly. They also produce a report in June giving a clear picture of the child's development and identify appropriate next steps in learning. Parents value comments written in the children's communication diary at the end of each session. Staff work very closely with the nursery, Children's Centre and First and Middle School, which are all on the same campus. Information is shared very effectively by staff in order to ensure the children's smooth transition to their next setting. Excellent links have been established and children participate in special events such as the visit from the 'Animal Man'. Information concerning children with special educational needs and/or disabilities is shared very effectively with parents and external agencies.

Leadership and management are good, because there are effective self-evaluation procedures in place. Staff meet regularly as a team to discuss planning and areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. In particular, planning and evaluation procedures have been developed to extend children's learning in all areas of the framework. Staff demonstrate a good commitment to the development of good quality practice. The staff appraisal system works well and staff regularly access training opportunities to build on their experience. Currently, staff are developing the layout of the outdoor area of learning, including forest school provision. Resources are well-stored and accessible, and effective use is made of these to meet the needs of the children. Staff actively promote equality and diversity and ensure children are fully included in a wide range of activities.

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

Children enjoy learning in a bright, stimulating environment. They experience a wide range of play and practical activities. Staff have a very good understanding of the children's interests and include these in activities and topics. Planning is modified to reflect what the children suggest. Circle time provides a valuable opportunity for involving the children in decision-making. Staff regularly evaluate planning and use the information well to inform future learning experiences. Overall, children achieve well in the pre-school across all areas of learning.

Children listen well to stories such as 'Harry and his Bucket Full of Dinosaurs' and enjoy searching for model dinosaurs hidden in the sand. Most can count up to five and beyond and they tunelessly sing 'Five Speckled Frogs' to practise their counting skills. They recognise their names and are beginning to identify sounds and letters. They are interested in bubble painting and cutting out shapes of dinosaurs to put into their new 'Dinosaur Land' area. They enjoy designing and making penguins for

their 'Winter Wonderland' display and painting pictures of 'People Who Help Us'. They are keen to practise their computer skills and recognise shapes in the indoor and outdoor environments. Children enjoy making dragons on sticks, dancing and tasting noodles as part of their Chinese New Year celebrations. Overall, their communication, language, social and creative skills are developed well through themes such as transport and the natural world. Festivals such as Diwali, Harvest and Christmas broaden and enrich their experiences.

Children develop a good knowledge of how to keep themselves safe and healthy. Physical skills are developed through indoor and outdoor play. Children enjoy healthy and nutritious snacks each day and are encouraged to make healthy choices. They help to prepare fruit salad, smoothies and sandwiches with a selection of toppings. They learn to use equipment safely, as they ride their bicycles and pedalled vehicles. They behave well because staff are very good role models. They share their resources sensibly and respond well to the care and support they are given. They are confident and self-assured as they play independently. They enjoy fundraising activities and taking part in local events such as carnivals. Overall, children are well prepared for future learning experiences and life outside the school day at this 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	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

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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