

Harestock Playgroup

Inspection report for early years provision

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Inspection date	05/03/2010
Inspector	Fiona Robinson

Setting address	Community Lounge, Henry Beaufort School, East Woodhay Road, Winchester, Hampshire, SO22 6JJ
Telephone number	07748 464915
Email	01962 885558 home phone no from Tracey Wear n
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*.

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

Harestock Playgroup is a committee run group and was registered in September 1992. It runs in the community lounge of Henry Beaufort School in Winchester. The playgroup has the use of the outdoor environment, including the adjoining field. A maximum of 24 children may attend each session. The playgroup opens from 9am to 12 noon each weekday morning during school term time. Children share a secure outside play area near to the building. There are currently 32 children aged from two to under five years on roll; of these, 28 children receive funding for early education. The playgroup is able to support children with special educational needs and/or disabilities as well as those with English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup employs six members of staff who all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good because children are well cared for in a busy, stimulating environment. They enjoy regular opportunities for play and are fully included in a wide range of interesting activities. Partnerships with parents and the host school are good and information is shared well. The manager and staff demonstrate a good commitment to continuous improvement and have a good understanding of the pre-school's strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop provision for the forest school
- develop resources for outdoor provision.

The effectiveness of leadership and management of the early years provision

Safeguarding is good and the staff team has a good understanding of child protection procedures. Children are cared for in a secure environment and are well supervised indoors and outdoors. They use a range of equipment that is safe and suitable for their age. Risk assessments are carried out regularly to ensure children's safety. Parents are fully aware of the rigorous collection procedures. Comprehensive policies and procedures are in place and fully implemented. Fire evacuation procedures are practised regularly to familiarise children with the routine. There are robust recruitment procedures to ensure that adults working with the children are suitable.

Good links exist with parents. Staff keep them well informed of children's

achievement and progress and special events. Key staff often share children's Development Diaries with parents. They receive progress reports each term and are encouraged to fill in an evaluation form. They also complete a questionnaire when their children start attending the playgroup. Parents say staff are welcoming and friendly and that their children enjoy their time at the setting. The club has good links with the host school and nursery and children benefit from the use of the playground and outdoor environment.

The pre-school is well led and managed. The staff team meet regularly to share planning and assessment. They have annual appraisals to help them build on their existing qualifications. There are good self-evaluation procedures in place and staff demonstrate a good commitment to continuous improvement. Good progress has been made in addressing the recommendations of the previous inspection. In particular, staff have a good knowledge of children's achievement and progress and carefully record children's learning needs. Currently, staff are improving resources for the outdoor area of learning but this is not yet complete. They actively promote equality and diversity and ensure children experience excellent inclusion in a wide range of activities. The setting has identified a need to extend and enrich children's learning experiences by developing the Forest School, but this has not yet been implemented. Effective use is made of existing resources to meet the needs of the children.

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

There is a well-planned play. Staff have a good understanding of the children's interests and build these into the activities. Children achieve well and make good progress across all areas of learning. They enjoy choosing their own activities and behave well indoors and outdoors. Staff are very good role models with clear expectations. Children enjoy one another's company and share resources sensibly.

Children are busy and occupied throughout their time at the playgroup and take part in a good range of activities. Most can count up to 10 and beyond and tunefully sing 'Five Cheeky Monkeys' to practise their counting skills. They recognise their names as they self-register and some know how to write them. They listen well to stories such as 'Bob's Best Friend' and eagerly answer questions. They enjoy experimenting with bubbles and making hedgehogs out of clay and pasta. Children recognise shapes such as triangles, squares, circles and rectangles in the indoor and outdoor environments. Their personal, social and emotional development is enhanced by cooperating well in role play and dancing to music. They enjoy making glitter gloves out of play dough and completing number puzzles and jigsaws. Their skills are developed well through topics such as 'Around the World' and festivals such as Diwali, Christmas and the Chinese New Year enrich their experiences. Equality and diversity is excellent and the backgrounds and experiences of staff are used very well to enhance children's learning. For example, children made healthy pizzas when learning about Italy and looked at books, photographs and jewellery as they found out about Nepal from staff.

Children develop a good knowledge about keeping themselves safe and healthy. They enjoy regular opportunities for outside physical play and know how to keep themselves safe. They skilfully balance on top of the tyres and enjoy sliding down the slide. Children are keen to make fruit kebabs for snack time and are encouraged to make healthy choices. They build good relationships with one another and independence is promoted well. Children also enjoy fundraising for charity. Overall, they are well-prepared for their next stage in learning at the pre-school.

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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