

Corse & Staunton Playgroup (School Site)

Inspection report for early years provision

Unique reference number	101662
Inspection date	16/03/2010
Inspector	Elizabeth Dickson
Setting address	Staunton & Corse C of E Aided School, Gloucester Road, Corse, Gloucester, Gloucestershire, GL19 3RA
Telephone number	01452 425 522
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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

Corse and Staunton Playgroup operates on Tuesday mornings in term-time from 9.00am to 11.30am in the school hall at Corse and Staunton Primary School. The playgroup is attended by pre-school children from surrounding villages.

The playgroup is registered to provide sessional day care for 24 children aged from two years to under eight years. The children have access to the main hall, the side room and the toilets but must remain under direct supervision at all times. There are currently 12 children on roll, all of whom receive funded nursery education.

The children are cared for by three regular staff members. Two of these hold a Level 3 childcare qualification, and the third member holds a Level 2 qualification. Staff are assisted by parents who undertake rota duties. There are no children attending at present who speak English as an additional language. The setting supports children who have special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled in this friendly and welcoming environment where they and their families are known well to staff. Staff provide children with varied activities and experiences which help them to develop new skills, knowledge and have fun. Children make sound progress in their learning and development. There is a successful partnership with parents. Organisation and use of the indoor and outdoor environment is good. The setting has started to make use of self-evaluation procedures. However, systems to evaluate their practice and to ensure all requirements are monitored are still developing. There is a satisfactory capacity for improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the setting displays an up to date certificate of registration (Documentation). 30/04/2010

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

- strengthen the use of observations and assessments of plan children's learning and provide more opportunities for children to develop their mathematical skills
- update the manager's training in child protection and the equal opportunities

policy.

The effectiveness of leadership and management of the early years provision

The staff team are committed to improving the setting and most recommendations from the previous inspection have been addressed. For example, the setting now encourages parents to share information about their child's progress through contributions to children's diaries. Some of the setting's strengths and weaknesses have been identified and an action plan for improvement has been drawn up. Monitoring systems are beginning to strengthen but there is more to do to ensure that they are as robust as possible. Those in charge demonstrate the capacity to improve. For example, a few policies, such as the equal opportunities policy, are currently under review as they are out of date. The current Certificate of Registration was not on display during the inspector's visit.

Working within the school building, access to the site is monitored well so staff know who to expect. Each Tuesday morning they set up the school hall, making it theirs for the morning. They supervise the children well at all times and check the premises and equipment before the start of each session. Risk assessment is undertaken for outings and staff review their practice when needed. Play activities are well-presented, and with resources readily available at their level, children can easily help themselves to what they wish to use and they have fun in a safe and caring environment. The setting has satisfactory safeguarding procedures in place to ensure staff have been checked to ensure their suitability. Although adults working in the pre-school know what to do if they are concerned that a child is being abused, the manager, who is the designated person for child protection, is aware of the need to update her training in this area. The pre-school runs smoothly, staff know what is expected of them and they promote equal opportunities for the children in their care.

The partnership with parents and carers is strong. Some serve on the management committee, and help on outings. They take turns on a parent volunteer rota and are very involved in running the setting. They particularly appreciate their child's diary which keeps them up to date with what is happening at the pre-school and is illustrated with photographs and samples of their child's work, and which offers them opportunities to contribute information on their child's development. One parent who wrote an account of her day as a volunteer helper praised the time taken by staff to, 'observe the children and fill in their diaries as well as taking lots of photos'. Staff enthusiastically organise activities for children and their families such as the 'snuggle and story' evening event where children came dressed in pyjamas for a snack and bedtime story. Suitable systems, including links with outside agencies, are in place to support children with special educational needs and/or disabilities. Very good links with the primary school mean that children are familiar with the school environment before making this important step into their next stage of education.

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

Children enjoy their time at the pre-school. They have a good range of activities available to them, both indoors and outdoors, and make sound progress in their learning and development. They form relaxed and friendly relationships with staff, and are settled and happy. They work and play well alongside each other, sharing resources and taking turns. They develop confidence and good levels of self-esteem because they receive praise and recognition for their achievements. They are comfortable in approaching staff if they have any worries or if they wish to show something they have been doing. Staff involve them well in selecting resources and activities for the session, such as the fairy castle inspired by the setting's visit to Goodrich Castle.

They are eager to help when requested. For example, children help with tidying up and carrying resources to and from the outdoor area. At snack time children sit sensibly at the table and staff encourage them to help hand out plates and cups. They carefully pour their drinks and use knives to spread butter on their bread. Healthy snacks are provided and drinking water is available at all times. Their behaviour is generally good and this is reinforced by the staff who use praise to build children's self-esteem. They have a good understanding of how to keep themselves safe, for example by using knives and scissors sensibly, and knowing they should line up with an adult to go outside to play.

Generally staff work effectively with the children, talking with them and helping them learn new skills. A group of children, under adult guidance, enjoyed using clay to make model boats and other objects, while others absorbed themselves in independent activities such as playing with the fairy castle or drawing and making greetings cards. At the end of each morning children enthusiastically choose a 'story bag' to take home, containing a book and a special 'prop' for their story.

Records are in place for each child, which include basic observations. However, these are not always linked to the areas of learning and do not clearly identify what children need to do in their next steps of learning. Observations are not conducted on a very regular basis. This means that although planning is in place, it is generalised for all children and does not clearly reflect personalised learning for children. While children's communication and language skills are generally promoted well, through stories, songs and activities, their mathematical skills are underdeveloped.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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