

# Shaw Ridge Playgroup

Inspection report for early years provision

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**Unique reference number** EY403826  
**Inspection date** 26/05/2010  
**Inspector** Karen Louise Prager

**Setting address** Shaw Ridge School, Ridge Green, Shaw, SWINDON, SN5  
5PU

**Telephone number** 07712713369

**Email**

**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](mailto:enquiries@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*.

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## **Description of the setting**

Shaw Ridge Playgroup first opened in 1984 and re-located to this site at the end of 2009. It is situated in one room in the community centre suite in Shaw Ridge Primary School, West Swindon, in Wiltshire. Shaw Ridge Pre-School is on the Early Years Register only. There are currently 31 children on roll. Children have direct access to a secure outdoor play area. A kitchen and children's toilets open from the room. Children attend for a variety of sessions. The setting supports children who have English as an additional language and children with special educational needs. The pre-school opens five days a week during school term times. Sessions are from 9am until 11.45am each morning, and 12.15pm until 2.45pm each afternoon subject to numbers. There are two members of staff who work with the children; both hold early years qualifications. The setting receives support from local authority advisors.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning. Effective arrangements are in place to ensure their safety and health and encourage their involvement in their playgroup and wider community. Strong links with parents help to involve them in their children's care and education, and they are kept very well informed of their children's progress. Staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

## **What steps need to be taken to improve provision further?**

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

- establish procedures to ensure suitable clearances are promptly carried out on committee members
- regularly review policies and procedures to ensure they reflect current practices
- link planning more closely to children's interests and extend opportunities for children to reflect on their learning.

## **The effectiveness of leadership and management of the early years provision**

Children are appropriately safeguarded as the environment is safe and supportive. Staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. They are aware of the necessary procedures to follow should there be a concern about a child. The committee is gaining an understanding of their roles, although they have not been prompt in ensuring suitable clearance procedures for committee members are carried out. Those in charge are focused on helping all children to make good progress in their

learning and development, and promoting their welfare.

Use of the local authority's evaluation system helps the playgroup identify areas for development accurately. Improvements are swiftly implemented which ensures that the quality of provision continually improves. Key workers monitor children's progress against the early learning goals and appropriate planning is put in place so that all children make good progress. Required records are in place. Policies and procedures are accessible to staff and parents, although the committee has not made sure that they are kept up-to-date to reflect changes that have taken place.

The setting is accessible and welcoming to all children and their families. Children freely access the indoor and outdoor environment where they play with a good variety of age appropriate resources. Indoors, these are well displayed on open shelving and in cupboards, which children freely access.

Positive relationships are developed with parents who say they value the warm welcome they receive and the useful sharing of information about children's progress. Essential information about the playgroup is displayed at the entrance and newsletters are regularly produced. Daily contact books with photos and written contributions provide a highly valued link between home and the playgroup. This, along with regular verbal updates and more in-depth recording of observations and assessments, ensures that all who care for the children are kept informed of and can contribute to children's progress.

Staff are aware of the importance of effective communication between other providers supporting children. Children are well supported in their preparation for transition to school in the summer terms and the playgroup is seeking ways to link more closely with the school throughout the year.

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

Adults' good knowledge of the learning, development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning and social, physical and economic well-being. Children who are learning English as an additional language settle well and interact confidently. Staff offer support through using key words in their home language and clear gestures to ensure barriers to communication are eased. Staff use what they know of the children's stage of development to plan activities and provide support that enables them to develop. Forthcoming themes are shared with parents in the newsletter and a weekly focus activity is planned. While being of interest and benefit to the children these do not arise directly out of children's current interests. Children spend the day in free play activities, with group time at the end of the session which includes a letters and sounds activity, the sharing of a story, and perhaps a music activity. This offers children the benefit of becoming engaged in activities of their choice, although they are not always helped to plan what they are going to do, or to reflect on what they have discovered.

All children enter happily at the start of the session and quickly settle to a self-

chosen activity. They show that they are pleased to meet up with their friends. Those children whose parents stay to assist in the session enjoy sharing their experiences with them. Parents can clearly say how this experience benefits both themselves and their children. Children's behaviour is very good and children are beginning to show a good awareness of responsibility within the setting. They select activities of their choice from the low shelves and cupboards and tidy away when they have finished. Coats and hats are competently found if they wish to play outside. Children quickly learn to self-register at the start of the day. Routines at snack time encourage children's independence and they capably wash their hands, find their name card, select food from the central bowl, pour their drink and wash their bowl and cup when finished. Staff support at this time encourages children to consider why, for example, they wash their hands or are careful when pouring drinks. The small pieces of cheese and cucumber served to children offer the opportunity for them to consider the need to share with their peers and to count how many pieces they take.

The free flow between indoors and outdoors further encourages children to lead a healthy lifestyle and the children choose to spend the majority of their time outdoors. Children play alongside others painting with large brushes and water, pouring the coloured sand. The bikes and large cars are competently ridden around the play space and they become more adept at negotiating others. Children play for an extended time with the playdough, with a parent helper providing support and stimulus for the children's participation. Children busy themselves, for example, making cookies and eagerly telling a member of staff how many they have.

Occasional visitors into the playgroup provide children opportunities to gain a greater understanding of music. They have enjoyed a visit from a trumpet player, and spontaneously danced to Morris dance music overheard in the neighbouring school hall. Children also visit the local park where they climb on large equipment and learn about keeping themselves safe. Within the setting children boisterously bounce on the small trampette within the setting, sharing their enjoyment with their friends and staff. They know to hold the handle to prevent accidents. They have a good understanding of how to conduct themselves and can say why Mr Bump says they should not run indoors.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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