

# Gretton Nursery Playgroup

Inspection report for early years provision

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EY403859

**Inspection date**

08/06/2010

**Inspector**

Angela Cole

**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*.

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**

Gretton Nursery Playgroup has been operating since 1986 and returned to the refurbished village hall in 2010. The committee-run group is situated in the rural village of Gretton, north of Cheltenham and has sole use of the large main room and toilets during operating hours and shared use of the kitchen and the downstairs quiet room that can be accessed using a stair lift. Rooms are all located on the ground floor with suitable facilities for wheelchairs. There are grass, pebble and hard standing surfaces for outdoor play and Forest School facilities locally. The playgroup is open each weekday during term time from 9am to 12.15pm. A lunch club scheme operates on Thursday until 1.15pm.

The playgroup is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 30 children in the early years age range may attend the group at any one time, including six children aged between two and three years. There are currently 28 children aged from two years nine months to under five years on roll. The playgroup employs five staff, all of whom hold suitable childcare qualifications. One member of staff is about to gain a further qualification at Level 3 and the play leader has achieved the National Vocational Qualification in Early Years at Level 4.

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

Overall the quality of the provision is good.

The playgroup successfully meets the needs of all children through recognising their uniqueness to provide a fully inclusive, welcoming and caring service. Children make good, and often very good, progress in their learning and development as they enjoy their time in the group and are eager to be actively engaged in the choice of interesting play activities. Most required documents are available and, overall, children are well cared for in an environment where their safety is maintained. The staff work in close partnership with supporting agencies and other providers to ensure that children's learning and welfare needs are met. In-depth reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times. (Documentation) 22/06/2010

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

- extend the linking of evidence for children's learning to enhance monitoring of their progress
- enhance children's good progress towards the early learning goals by obtaining more information from new parents about the children's learning in all areas.

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

All adults left in sole charge of children are vetted and procedures are in place for committee members. Policies and documentation are revised to reflect the good practice in the group, though not all required documents are immediately to hand. Staff have a secure understanding about the procedures for safeguarding in case of any concern about a child. Risk assessment is ongoing so that the play environment is kept safe through the adults' vigilance and high adult:child ratios. As a result, children move freely around the spacious hall and garden that are well divided into areas to give a feeling of security. Good ranges of high quality resources are attractively arranged both in and out of doors for the children to use as they wish. These are rotated regularly to effectively stimulate children's interest. Effective use is made of some accessible storage to enhance their learning, for example choosing writing materials, and to take responsibility for their own creations.

The staff are well qualified and motivated to attend additional training to further develop their practice and outcomes for children. They work particularly well together as a team, being effectively deployed to support the children's interests and ideas. This means that good use is made of each adult, including rota helpers, as they support individuals and groups by moving around where needed. As a result, the playgroup has the highest regard to promoting equality and diversity so that all children's learning and welfare needs are individually considered. Staff diligently seek and follow professional advice from local agencies where this is required.

Partnerships with parents and carers are strong. There is good exchange of information between the parents and the group which enables staff to successfully meet children's individual needs. Home visits are valuable to establish relationships and explain about the Early Years Foundation Stage, though staff do not seek information from families about new children's initial stage in each area of learning. Ongoing information is shared through informal feedback at the end of the session, regular newsletters, emails and accessible records. Parents discuss the termly assessments with the children's key persons and further contribute to their child's learning records. A well-supported, rota system enables parents to help out at the group on a regular basis. Parents speak highly of the quality of care their children receive and the caring attitude of the staff. They are very well involved in their children's learning, for example, as they choose items to 'show and tell' and continue craft activities at home. Where children attend other registered settings, very good links have been built with these providers. This is to ensure that all adults involved with the children contribute to the continuity of their learning and care.

The playgroup's leadership and current management are highly committed to driving improvement. Rigorous self-evaluation is ongoing and well includes the views of staff, parents and carers. Children are also well involved, for example, suggesting activities and evaluating the safety before music and movement sessions. The play leader stimulates the enthusiasm of the staff and channels their efforts to good effect. Good use is routinely made of rigorous monitoring so that areas of weakness have been systematically tackled through building on areas of strength. Within the group, there has been a concerted response to safety requirements raised at registration, though some of these remain as action plans. Target setting is realistic and challenging; consequently outcomes for children are good.

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

Children arrive happily at the playgroup; warm reassurance from staff and clear explanations about the session's activities help them to settle well. Young children enjoy snuggling up with staff at circle time and listen intently to stories to join in with their own sounds and comments. Older ones speak confidently to the whole group about themselves and describe their own pictures. Children are highly motivated by the attractive range of activities and play opportunities that support all areas of their learning. They select toys and activities to use in their own way which supports their growing independence. Children well develop their creative skills as they sing and experiment with musical instruments. They explore freely to design patterns and investigate textures, including sand, leaves and seeds for example, to make 'The tiger who came to tea'. Children respond well to extending questions and set their own challenges. They effectively use their imaginations to create models, including a 'playground with pool and springboard'. Their learning is very well supported by the availability of resources to combine with others, such as a farm with bricks for fences. Children become very independent to see to their own needs, such as personal hygiene, dressing for outdoor play and taking responsibility for serving and clearing away their snack.

Staff carefully plan in and outdoor activities based on their close observations of the children's activity and their expressed interests. They have a secure understanding of the Early Years Foundation Stage to support children's learning through their play. This means that all children make good, and often very good, progress towards the early learning goals. Their achievements are observed and recorded in detailed learning journals, along with their next steps that are well shared with parents. Their key persons have a secure understanding about the children's ages and stages. As a result, they effectively support individuals to gain self-esteem and competently monitor their progress towards the early learning goals linking some of their evidence with aspects of the early learning goals achieved.

The children's good health and well-being are effectively promoted. Their understanding of hygiene is actively fostered, for example, through a topic about 'good and bad germs'. Children are eager to play in the accessible, outdoor space

that contains good quality equipment and natural materials; they confidently bring tools and materials they want from indoors, including items to draw. Active play in and out of doors encourages children to develop their physical skills as they run freely, balance, calmly move to music and develop their physical control, including the manoeuvring of wheeled toys. Children gain a good understanding of how to keep themselves safe; they practise leaving in an emergency, balance on soft play blocks and handle different items with increasing control, including ribbon sticks. Children have good opportunities to explore their environment as they go on visits, including to a farm park to handle small animals; they contribute to the life of the local community, for example, creating miniature gardens for a village festival.

Children gain good skills for the future. They confidently make decisions and willingly take responsibility, for example, to tidy the play areas. The adults have a calm and friendly manner and are positive role models. This helps children to be polite and manage their own behaviour by, for example, negotiating roles in play at the 'garden centre'. Staff are highly consistent as they praise, encourage and explain in ways that are fully appropriate to the individual's age and understanding. Children benefit from the staff's obvious enthusiasm and offers of close interaction and involvement in their play. Their language development is well fostered as they talk with adults throughout the sessions and learn new words, such as 'lighthouse' and 'injection'. They gain good early reading and writing skills to recognise and write their names, suggest rhyming words and make marks with varied materials in writing areas. Children thoroughly enjoy using technology to support their learning, choosing computer programs and confidently continuing the matching game or story. They count objects to high numbers and are keen to solve problems by including shapes and positional language in their play and confidently add one or take one away in group songs, such as 'Five little ducks'. Children gain good self-help skills and are confident to make decisions so they are well prepared for transition from the playgroup to 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

<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	3
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	1
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