

Pavilion Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pavilion Pre-School Playgroup is a committee run organisation which opened in 1984. It operates from the village hall in Chalgrove in Oxfordshire. The playgroup has use of the main hall, kitchen, toilet facilities and entrance foyer. There is also a safe, enclosed outdoor play area. Children attend from the village and the surrounding area. The playgroup is open on Monday, Wednesday, Thursday and Friday mornings during school term times. Sessions run from 9am until 12 noon with a lunch club for children over three years from 12 noon until 12.30pm.

The playgroup is registered to care for a maximum of 26 children under eight at any one time, all of whom may be in the early years age range. It currently cares for 27 children on the Early Years Register. It is registered on the compulsory and voluntary parts of the Childcare Register to care for children aged over five years, although currently has no children on roll in this age group. The playgroup supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The playgroup is in receipt of funding for the provision of free early education for children aged three and four. It is accredited with the Pre-School Learning Alliance Quality Assurance Scheme. Staff work in partnership with other local early years settings.

The playgroup employs four staff, of whom three hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals and have very good opportunities to learn about health and safety. The playgroup is welcoming, and rigorous safety procedures are in place. Excellent support is available for children with special educational needs and/or disabilities and those who speak English as an additional language. Good partnerships are in place with parents, outside agencies and other settings which children attend in order to support individual needs. Comprehensive self-evaluation procedures accurately reflect practice within the playgroup and clearly identify areas for further improvement. The playgroup is meeting most regulatory requirements effectively.

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 there is a named deputy who is able to take charge in the absence of the manager (Staffing arrangements).

16/07/2010

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

- provide further opportunities for older and more able children to experience activities to really challenge and extend their learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are exemplary. All staff, as well as the committee's chairperson, undertake regular training and demonstrate a very high regard to keeping children safe. An extensive safeguarding reference folder is easily available to staff together with a comprehensive operational plan, rigorous risk assessments and regularly updated policies and procedures. These contribute to highly effective safety procedures, such as a rigorous handover of children to parents and carers at the end of the session, very close supervision of visitors to the playgroup and very efficient evacuation of the building during fire drills. Rigorous background checks are in place and all staff hold first aid and food hygiene certificates; most staff have appropriate early years qualifications.

Staff work well together as a team to ensure that sessions run smoothly. They use resources effectively to support children's learning and to ensure that the environment is welcoming. The playgroup is intending to appoint a new deputy manager, although currently there is no named deputy in place which is a requirement in regulation.

The playgroup develops good partnerships with parents offering regular parent evenings and meetings, issuing newsletters and seeking feedback through questionnaires. Staff are on hand to talk to parents at each session and they provide diaries for each child with comments about their welfare and progress. Parents demonstrate that they are happy with most aspects of the playgroup and comment on the professionalism of the staff. Good partnerships with other settings which children attend help staff to maintain continuity in children's care and learning.

Staff are highly effective in ensuring that all children integrate well in the playgroup. Excellent support is available for children with special educational needs and/or disabilities and for those who speak English as an additional language. Rigorous monitoring of individual progress, together with close partnership working with outside agencies and parents, ensures that key persons have an excellent knowledge of such children's individual needs. They share this information with all staff ensuring that the whole team follows a very consistent approach in helping children to make progress.

Staff work closely with the committee to reflect on practice, enabling the playgroup to produce a comprehensive self-evaluation document. There is a clear understanding of what the playgroup does well, together with areas for further development, such as refocusing on challenging older and more able children, and

enabling all staff to achieve level 3 qualifications. Staff morale is good and they are continuously seeking to improve their practice.

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

Children enter the setting happily and readily settle to activities. Those who need additional reassurance receive this quickly from staff who effectively divert their attention towards constructive play. Children show a very strong sense of security as staff are familiar with their individual needs and are effective in promoting good social skills, such as positive behaviour. Children learn to respect people from different backgrounds or those less fortunate than themselves, by exploring a variety of cultural festivals and supporting charity events, such as Children in Need.

Children are able to explore a range of activities which offer a good balance of structured and free play. They enjoy circle times when they listen carefully to stories as staff encourage them to offer their comments and experiences, or they enthusiastically sing songs about animals after choosing different animals from a 'feely bag'. They benefit from staff's expertise in supporting their free play and following their individual interests. For example, children set up a pretend pet shop with support from staff after showing an interest in animals, and they learn about measurement while playing with a train track through good interactions with staff.

Children have free flow opportunities to play outdoors where they cooperatively make a train out of hoops with the attentive support of staff. They become animated and very engaged in their play as they pretend that the line is blocked or the train is broken. They have opportunities to experience a variety of activities outdoors, such as mark making, sand play and making miniature gardens.

Children with special educational needs and/or disabilities and those who speak English as an additional language integrate fully in daily activities. They benefit greatly from staff's knowledge and use of keywords in their home language and in sign language to effectively support communication. They are able to follow routines as staff use photographs of different activities to help them recognise the order of the session. They are welcomed into activities which they show interest in and receive lots of cuddles and physical contact when they need it.

Regular monitoring of all children's progress ensures that staff are able to plan activities relevant to their individual interests and abilities. Development records show that most children are making good progress. At some times of the year staff separate children into two different age groups in order to focus more specifically on their particular needs. Currently, due to a variety of circumstances, the children are all together in one group and this has some limitations for older and more able children to experience more challenging activities.

Children have excellent opportunities to develop their understanding of healthy lifestyles. In addition to outdoor play, children have weekly keep fit sessions indoors. Older children very effectively learn about the importance of correct clothing for physical activity, how to warm up and cool down, and how to master a

variety of movements, such as climbing, balancing and sliding. Younger children respond very keenly to the staff's use of a large puppet to demonstrate different movements which they follow eagerly. Children show an excellent understanding of hand washing procedures under the careful supervision and support of staff. They benefit greatly from a wide variety of fruit available for a snack early in the session and staff are very familiar with their individual preferences ensuring that there is something for all children to enjoy.

Children also have very good opportunities to learn how to keep themselves safe. They respond very sensibly to the fire evacuation, leaving the premises quickly and calmly. When they show an interest in fire engines staff very effectively use this opportunity to extend their understanding of staying safe by inviting the fire brigade into the setting, encouraging children to dress up as fire officers and to make their own fire engines. Children are able to feel very safe and secure within the playgroup due to the excellent safeguarding procedures in place and the good relationships they form with staff.

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	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	1
The extent to which children adopt healthy lifestyles	1
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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