

# Mundeford Wood Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	144297
<b>Inspection date</b>	19/07/2010
<b>Inspector</b>	Maria Lumley

<b>Setting address</b>	Mundeford Wood Community Centre, Pipers Drive, Christchurch, Dorset, BH23 4TR
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<b>Type of setting</b>	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

Mudeford Wood Playgroup is committee run and operates from the community centre in a residential area of Mudeford, between Christchurch and Highcliffe. The group operates from two of the community centre rooms, a large room and a smaller room, which is used specifically for children approaching statutory school age, and operates sessions each week during the spring and summer term.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for no more than 40 children under eight years; of these, not more than 40 may be in the early years age group and none may be under two years. There are currently 84 children on roll. The setting opens Monday to Friday term time only from 9.15am to 12.15pm and 1.00pm to 4.00pm on Tuesday, Thursday and Friday. Children come from the local catchment area. The group support children with special educational needs and/or disabilities.

There are seven staff in total, including the administrator, five of whom have an early years qualification. The setting receive support from the Early Years Advisory Teachers and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is good. Children are settled, happy and confident as the staff team ensure their individual needs and requirements are supported within a happy and inclusive environment. The setting has good relationships with parents who give positive feedback about the provision. Effective systems for self-evaluation are used to ensure continuous improvement of the setting.

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

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

- improve the registration system to ensure it includes the hours that children attend (Documentation) 19/07/2010

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

- ensure that all staff are familiar with safeguarding procedures and that there are systems in place to record child protection concerns and incidents
- establish partnerships and exchange of information with other providers delivering the Early Years Foundation Stage to ensure children's learning and

development is supported.

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

Daily risk assessments ensure that all areas of the premises are safe for children to access. If staff highlight an area that poses potential danger they complete a 'Potential Hazard Record' sheet. This is passed on to the community centre manager who contacts relevant tradespeople to deal with it. Children's admission forms detail names of people who parents agree can collect children. If alternative arrangements are made, parents complete 'Child Collection Changes' forms, giving staff the name of the person and relationship to child. There are policies regarding safeguarding to promote children's welfare. The manager is the designated person responsible for child protection at the setting and has clear understanding of procedures to follow. However, not all staff are as confident, and are unsure of where to record concerns.

There is a range of policies and procedures in place to support the aims of the playgroup which are shared with parents. Through daily discussions, phone calls and regular newsletters, parents are kept informed about activities within the playgroup and their child's early education. Parents' comments are very positive, including 'Staff very friendly and approachable' and 'The group has a good reputation'. Parents' views are sought through questionnaires and their comments acknowledged. Parents are kept well informed and involved in their child's progress as they can discuss records with staff at any time. There are close links between playgroup staff and the local primary school ensuring children are fully supported for a smooth transition. However, there is an inconsistent exchange of information with other settings delivering the Early Years Foundation Stage that the children attend. Most documentation is well maintained with accident reports being very detailed and shared with parents. However, there are no systems to log incidents and the attendance register does not record times when children arrive late or leave early. This is a breach of the welfare requirements.

Staff set up the rooms at the start of each session and provide children with a wide range of learning opportunities. In addition children access mobile storage units where they independently select alternative resources. The rooms are bright and airy; displays of children's work on walls help to provide children with a sense of belonging. Staff are well deployed in the playrooms, supervising children as they access the centre's toilet facilities, ensuring they are not left alone with unvetted persons. The building does not allow free-flow between indoors and outdoors. However, staff schedule in use of the centre's tennis courts and play park to ensure that children access fresh air and physical exercise.

The setting has appropriate systems for monitoring and evaluating the quality of provision and to promote continuous improvement to the benefit of all children. This includes a self-assessment, staff meetings, parent questionnaires and visits from the local authority.

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

Children congregate outside the playgroup, excitedly waiting for the session to start, rushing in and settling at activities. Children take part in a range of activities which support all areas of their development effectively and consequently, they make good progress. They are motivated to learn and generally show good concentration on both adult-led and self-chosen activities. They relate well to others, sharing and taking turns, often linking with friends at the craft table and book area.

Most children speak confidently and clearly, initiating conversations with others, and asking and responding readily to questions. They talk about themselves and their families, a child telling staff, 'When my baby comes I'm going to be four'. Children regularly access books and 'read' stories to each other. They also participate in group story sessions, contributing verbally to familiar stories such as 'More Pants'. Children develop self-esteem because staff value what they say and give them praise in recognition for their achievements. They also use the playgroup star board to reward kind acts and positive behaviour. Children are well mannered, many saying 'excuse me', 'please' and 'thank you' without prompting. At tidy up time they co-operate, gathering resources from the tables and floor and putting them back into boxes and drawers. Staff saying, 'You're being very helpful, thank you'.

Children have good awareness of and consideration for people with disabilities. They take care to allow room for electronic wheelchairs and confidently play alongside people with less mobility. Their awareness and understanding is further promoted as they use resources. For example, after completing a puzzle a four-year-old studies the picture, saying, 'The boy's in a wheelchair, his legs don't work properly. My legs work, look I can walk'. Children fundraise for 'Paddington Bear', a medical research charity for young children and babies. Consequently, children become aware of those less fortunate than themselves.

Children count at everyday activities, for example counting 20 children present in one of the classrooms. They explore shape and texture as they use the sand tray, correctly recognising shapes of containers, calling out, 'It's a square, it's a circle'. Children use the 'Camel Links' to learn about colour, size and counting. Some children choose to use the accompanying cards, copying sequencing, forming repeating colour patterns. Children use mathematical language as they compare sizes and lengths saying, 'It's long' and 'I need some more'.

The organisation of the day provides children with adult-led and child-led activities where children enjoy some choice and make decisions about their learning. Play is well supported by staff who take a genuine interest in what children have to say and do. Staff complete observations using these, along with photographs and samples of work to create children's files. Children take an active role in risk assessments, checking that the play park is free of dangers such as glass before playing. They are reminded of ways to keep themselves safe as incidents arise. For example when a young child walks around holding scissors, a member of staff

quickly intervenes, getting down at the child's level explaining, 'You must sit down when you use scissors, they are sharp and you could hurt yourself'. The child listens and follows instruction as they go and sit at the table and chair to continue their play safely. Children learn about the importance of personal hygiene and follow familiar routines, for example, washing their hands before eating. The provision of steps in the bathroom ensures children's independence and access to toilets and sinks. Children enjoy fresh fruit and crackers at snack time, helping themselves to drinks throughout the session, ensuring they keep hydrated. Children benefit from physical activities that contribute towards their health and well-being, climbing and sliding on large equipment in the play park and experimenting with a parachute in the playroom.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	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