

Burton on the Wolds Playgroup

Inspection report for early years provision

Unique reference number	226261
Inspection date	26/04/2010
Inspector	Christine Holmes

Setting address	The Village Hall, Loughborough Road, Burton-on-the-Wolds, Loughborough, Leicestershire, LE12 5AF
Telephone number	07528657859
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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

Burton on the Wolds Playgroup opened over 35 years ago. It is managed by a committee and operates from the village hall in Burton-on-the-Wolds, Loughborough, Leicestershire. Within the hall children have access to a large hall and a side room. A small outdoor area is available for outdoor play. Children attend from the village and the surrounding rural area.

The setting is registered on the Early Years Register. It is registered to care for a maximum of 24 children at any one time. There are currently 41 children from two years to four years on roll. Children can attend for a variety of days or sessions. The group opens five days a week during term times and sessions are from 9:00am until 12:00 noon. The group supports children who have special educational needs and/or disabilities.

There are six members of staff who work with the children. The manager and deputy are qualified teachers. The manager is currently undertaking the Early Years Professional Status. All other staff members hold recognised early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting's capacity to make further improvement is very strong which ensures good outcomes for all children. The inclusive nature of the setting ensures that all children and parents receive a warm welcome and children settle well with the support of trusted and caring adults. Arrangements to include parents in children's learning are good. Arrangements to include parents in the assessment process are developing. Strong partnerships are established with the local school which support children's smooth transition into school. Policies and procedures are effectively implemented and demonstrate a strong commitment to the welfare and learning of all children. Opportunities for children to be active outdoors and explore the local community are limited.

What steps need to be taken to improve provision further?

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

- explore further ways to include parents more in the assessment process so that they can share what their children know and can do from when children first start at the setting
- explore further ways in which children can have more opportunities to be active outdoors and explore the local community.

The effectiveness of leadership and management of the early years provision

Policies and procedures are effectively implemented and fully promote and protect children's safety and welfare. Recruitment, induction and ongoing monitoring procedures are rigorous and robust to ensure the suitability and high quality of all adults who work with the children. Comprehensive safeguarding policies and procedures are effectively implemented to ensure any child protection concerns are dealt with appropriately. Risk assessments are conducted and used appropriately to ensure that action is taken to manage or eliminate risks. Daily checks are carried out and systems are in place to address any health and safety issues promptly. Arrangements are in place to support children's good health.

The new and enthusiastic leadership of this setting is systematically securing key priorities for improvements. This demonstrates the very strong capacity the setting has to continually improve outcomes for children. Nearly all of the many recommendations made at the last inspection have been met extremely well. For example, all safeguarding recommendations are now fully addressed. Arrangements are effective to support parents to be involved in their child's learning and informed about their children's progress. Arrangements are established to fully include parents in the assessment process for children with special educational needs and/or disabilities. Arrangements to include all parents in the assessment process are developing. For example, parents complete initial information forms about some areas of their child's development, likes and interests. Daily verbal exchanges of information between all parents and the children's key persons ensure children's needs are continually identified and met. Very good use is made of local authority advisors' advice and many visits are made to other early years setting to obtain further advice. This has resulted in improvements to the planning of activities and the learning environment. Effective steps are taken to ensure resources are sustainable. Funding is obtained and used well to replace old furniture and provide children with an exciting range of up to date resources. This improves the levels of challenge for all children to ensure they make good progress in their learning. Children enjoy playing outdoors but the limited size of the outdoor area and the position of the setting continue to restrict children's opportunities to be active outdoors and explore the local community. This is an area the setting is seeking to improve.

The setting establishes very effective partnership working with others in order to meet children's needs. Strong links are established with other professionals to support children with special educational needs and/or disabilities. Links with the local school support children's smooth transition into school as children and parents become familiar with the staff and school premises. Partnerships with parents and carers are positive and contribute to children's well-being, particularly when children require additional support. Parents also contribute to the running of the setting. They form the majority of the management committee, take part in a parent helper's rota and contribute to topics. Discussions with parents and carers demonstrate they feel their children are progressing well and recognise how well the setting is improving.

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

All children are fully included within the setting because staff ensure they are able to fully access the exciting range of activities and equipment. Children take part in a good balance of adult-led and free play activities, some of which are outdoors. All the areas of learning are covered frequently and meaningfully linked to activities that interest the children. This fires children's enthusiasm and contributes to them making good progress in their learning and development. Children show very high levels of interest and engagement in both large and small group activities as well as enjoying playing on their own. Staff make regular observations and use this information well to identify children's progress and next steps and inform planning. Detailed and useful records of children's progress are shared with parents.

Children enjoy a very harmonious environment. They demonstrate they know, and are able to follow, rules and boundaries. For example, children wait patiently for their turn at the laptop computer. Then they finish promptly when the egg timer shows their time has finished. All adults act as positive role models and children respond well to the expectations of good behaviour. The environment, daily routines and all activities support children's independence and confidence. For example, children take part in self-registration as they arrive. They bring items from home to show and tell the other children about them during large group times. Children move freely during the session making choices about where and what they play with. Some boys and girls play imaginatively in the role play hairdressers where they take turns to comb and style each other's hair. Then they pretend to make an appointment using the keyboard and mark-making equipment placed nearby. The 'alien' topic, chosen by children, inspires some children to imagine they are playing in space, which they tell their parents all about when they are collected. Some children choose to be creative and paint and chalk, or cut and stick pictures.

Children's skills for the future are fostered well as they begin to explore information and communication technology to support their learning. They demonstrate very good skills as they use the laptop computer. They explore various learning programmes such as problem solving and shape, colour, letter and number recognition. Children learn about using the photocopier as they make paper copies of their mark-making on wipe boards. Newly acquired story phones allow children to listen independently and in small groups to their chosen music or stories, providing a further stimuli to interest in everyday technology. Children's skills in problem solving and number exploration are fostered well. Children use number in songs and rhymes and count purposefully. They put numerals in the correct order and match groups of items by adding one more and taking one away. All children show very high levels of enjoyment in activities that support their understanding of the sounds letters make. Books and tapes are used effectively to introduce actions and rhymes, which are in line with the local school approach, to represent the sounds that letters make. Children enjoy a range of activities to support their mark-making skills. Some children can write letters in their names and all children have lots of opportunities to recognise their name. Children look at

books in the comfortable book area and they become engrossed during story time, joining in and listening intently.

Children take part in activities to find out about the natural world. They collect and measure rain water and find out about the impact of the lack of rain in some parts of the world. They talk about the changing seasons and plant seeds in the outdoor areas, watering them and watching them grow and change over time. However, they do not visit the local community to explore and find out about the place they live. The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity including small world people depicting various cultures and positive images of people with disabilities. They also enjoy reading various story and reference books about festivals, cultures and people from around the world. Children explore festivals around the calendar year as they talk about and explore creative activities.

Children are beginning to learn about personal safety. Parents who are fire officers make planned visits to talk to the children at their level about fire safety. Children's learning about personal safety is further developed as they are also included in the fire evacuation procedures of the setting. The children show they feel safe within their environment as they approach the staff for assistance and comfort when they need it. Children make attachments with the staff and their peers and show kindness and care for each other. The staff support the children's interest in developing a healthy lifestyle through discussions, stories and activities. Children develop good physical skills as they climb and balance on equipment indoors and take part in dance and movement activities, although they are unable to be physically active outdoors.

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	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

