

Grangehurst Playgroup

Inspection report for early years provision

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Inspector	Gary Kirkley
Setting address	Grangehurst Primary School, Anderton Road, Coventry, West Midlands, CV6 6JN
Telephone number	02476362813
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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*.

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Description of the setting

Grangehurst Playgroup opened in 1991 and operates from a dedicated classroom at Grangehurst primary school in Coventry, West Midlands. It is situated in the north of the city. A maximum of 26 children may attend the playgroup at any one time. The group is open from 9.00am to 11.30am and 1.00pm to 3.30pm, Monday to Friday term time only. All children share access to a secure outside play area.

The setting is registered on the Early Years Register. There are currently 52 children aged from three years to four years on roll. All children receive funding for early years education. Children come from the local community. The group supports a number of children who speak English as an additional language. Currently, there are no children with special educational needs on roll.

The group employs five members of staff, who are well established. All hold appropriate early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is outstanding in ensuring the highest standards of care and education. All children make outstanding progress over time based on their starting points. The playgroup prepares them for the next stage of their learning and helps in the development of skills for later life. The accommodation provides the widest range of experiences for children to learn and work together. Children enjoy the activities, many of which they initiate themselves and these are further developed by highly skilled staff who make careful interventions to draw out more ideas and language. The assessment of all children is particularly strong, with the active recording of progress. This leads to a detailed and comprehensive profile, which is used in the transition to the next stage of education. The behaviour of all children is outstanding, with all showing respect for each other; children learn to get on well with other and the staff, who model calmness, patience and a positivity about all they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- maintaining the effectiveness of the self-assessment tool over time to ensure the setting supports the highest standards of care and education.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding in this inclusive setting. The manager and staff have a positive view about how to maintain the highest standards of care and education, which they communicate effectively to children and parents. There is an excellent attitude to improve, as demonstrated by the recommendations of the last inspection being dealt with so quickly and an outstanding system of self-assessment is in place. This system has been introduced since the last inspection at the instigation of the local authority and enables the playgroup to measure themselves against national norms; where a weak point is identified, an action plan is drawn up to help the setting quickly improve. This self-assessment tool needs to be continually monitored over time for it to be consistently useful in helping the setting maintain its outstanding qualities.

The safeguarding of all children is outstanding, which has compliance to all statutory requirements; records and policies are kept up to date and reviewed systematically and thoroughly. Recruitment and vetting procedures follow the local authority's guidelines. Children act safely at all times and this is confirmed by all parents questioned, who believe that the playgroup cares excellently for their children. The site is particularly secure and access is thoroughly monitored. One parent described the building as, 'the safest place in Coventry'. Skilled staff ensure children are carefully observed when in child-initiated play and they ensure to record their observations as part of the overall process of constructing individual profiles.

The playgroup has developed highly effective partnerships over time, including those with the local authority and the widest range of educational and healthcare professionals, as well as local and national networks. Training opportunities for the staff ensure that the playgroup keeps up to date on all issues affecting the children. Staff cascade their knowledge through formal staff meetings. Appraisals of all staff takes place in a team form. This is highly effective, as it ensures a consistency of quality across the organisation. There are no issues around parental complaints and the system for dealing with these is fully in place. Parents feel fully engaged with the setting, saying it is a privilege to have their child in such a well-established nursery with an outstanding regional reputation. This is true for all parents, including those with children who speak English as an additional language, and those with special educational needs. Parents are fully informed of their child's progress and acclaim the reporting of progress. The profiling of each child begins with information from parents at their commencement at the playgroup and then this is quickly built up over time through the daily input of staff. Key workers attach the widest range of evidence of progress for the children they work with. These files are exemplary in comprehensive detail and ensure a smooth transition to the next stage in the child's education.

The behaviour of all children is outstanding. They model the calmness and patience of all the staff, who respect each other and the children. Children genuinely care for each other and respect the resources and people. They take turns, are polite and tidy up their play things as soon as they have finished. The

accommodation is spotlessly clean and tidy, with exceptional examples of reference materials and children's achievements on display. These displays are changed frequently and, with the widest range of high quality toys and materials, give the feel of a playgroup that is brand new. Children really enjoy the resources, both inside and outdoors. They move seamlessly from working with plants outside to playing with blocks and animal toys inside. The staff intervene skilfully and carefully to assist with the needs and interests of children, offering suggestions for further language development. Where staff initiate activities, as in circle time, the children all listen and engage with the stories, songs and activities. A member of staff skilfully encouraged free flowing dialogue amongst a group when she asked the children to talk about something that had been brought in by one child in a small box. The playgroup uses the evidence gathered on all children to further plan the activities. This level of planning is excellent, as it ensures that all elements of a child's development are being addressed in a systematic and coherent way. The use of 'Learning Journeys' is highly effective. Overall, all children are supported outstandingly well.

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

Children at the playgroup enjoy the fullest range of activities that allow them to develop all aspects of their understanding and physical growth. The atmosphere created is one with the highest of expectations and one where children can always achieve and make progress against challenging individual targets. In most cases the progress can be measured as being outstanding for the children. The accommodation, the physical resources and the staff themselves are the key reasons for the high standards achieved by the children. All adopt safe and healthy practices, in relation to nutrition and physical activity and staying safe. The organisation benefits from external visitors, such as road safety experts and the police. Children make an excellent positive contribution, with all of them helping each other, being courteous, being friendly and taking turns in social situations. All are developing skills that will be of use in their future lives. For example, language and communication are strongly emphasised for all children, whatever their stage in development. Number work is clearly evident across a wide range of activities. Children feel confident in being inquisitive and problem-solving, learning to order and manage items. A wide range of creative activities are on offer, with children mark-making and drawing, then keeping their work to show at home. Children demonstrate a self-belief in all that they do and this positivity created by the staff is endemic. A child who is new at the playgroup is settling in well and is able to talk with increasing confidence to other children, who wanted to know all about this child in a positive way. The child clearly felt reassured by this.

All children make progress towards the early learning goals and this progress is recorded consistently and systematically. The system for recording and monitoring is particularly reliable and valid, being instrumental in ensuring all needs are being addressed. The playgroup is very strong on the promotion of safe and healthy lifestyles, as relating to personal hygiene. All children are quickly trained into making the right choices around hygiene. Staff demonstrate to the children all about the issues relating to their development and give effective guidance about

making choices. The children are already showing the ability to reflect on what they and others do. All children are able to cooperate fully with each other, play in tandem, as well as play in a solitary manner. The accommodation lends itself to all of these types of activity. Children are aware of their similarities and differences to each other, and get along very well. There is a multi-lingual member of staff who supports those with additional languages.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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