

Aston & Cote Playgroup

Inspection report for early years provision

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Inspector Fiona Robinson

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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

Aston and Cote Playgroup was registered in 1973 and is managed by a voluntary committee of parents and carers. The playgroup is located in its own building within the grounds of the primary school in the village of Aston in Oxfordshire and the intake is from the local rural communities. There is disability access to the building. The group has an enclosed outdoor play area. The playgroup opens each weekday morning from 9.00am to 11.45am, during school term times. An optional lunch club is held on Tuesday and Thursday until 1.00pm.

A maximum of 26 children between two and five years may attend at any one time and there are currently 30 children on roll. Of these, 25 are in receipt of nursery education funding. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff employed to work with the children, of whom four hold suitable childcare qualifications. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Aston and Cote Playgroup is good. Children enjoy their time at the playgroup and develop excellent relationships with one another. They are fully included in an interesting range of activities and achieve well. Partnerships with parents and carers, the host school and the community are outstanding and information is shared very effectively. The manager and staff clearly identify strengths and areas for improvement, and there is good commitment to continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities
- develop the use of technology to record children's experiences

The effectiveness of leadership and management of the early years provision

Staff have an excellent awareness of safeguarding issues in the setting. They have a full understanding of the comprehensive policies and procedures and carry out risk assessments regularly to ensure children's safety. Staff have an excellent knowledge of their role in child protection. They ensure that security within the

setting is excellent and parents are familiar with the procedures for the collection of the children. Staff are deployed very well to ensure children's safety indoors and outdoors. There are robust systems in place for staff recruitment and vetting.

Partnerships with parents and carers are excellent. They receive regular information through discussions and newsletters and feel staff are very friendly, approachable and caring. They say their children enjoy their time there because it is 'such a happy, fun place to come to play and learn.' Key staff keep parents well-informed about their children's progress. They hold parents evenings twice yearly and share the Children's Profile with them, which includes photographs and evidence of the children's work. Staff have run workshops on phonics and involve parents in shared record keeping about their children. The relationship with the host school is excellent and the setting benefits from the use of the outdoor environment. Staff are experienced in caring for children with special educational needs and/or disabilities and there are well-established links with outside agencies. There is a strong sense of community spirit and parents are very supportive of events the children participate in, such as the Christmas play and the Flower Festival at the church.

The pre-school is well-led and managed. Staff meet regularly to discuss planning and assessment. They have a clear idea of their strengths and areas for improvement. There are good self-evaluation systems in place and parents and children's views are valued. Currently, staff recognise the need to develop the use of technology in activities and develop the use of the digital camera and computer to record children's experiences. Good progress has been made in addressing the recommendations from the previous inspection. In particular, the monitoring and evaluation systems have been developed well and information is used effectively to plan the next steps in learning. Staff ensure children are fully integrated in activities and actively promote equality and diversity. Resources are used imaginatively and effectively to meet the needs of the children.

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

Activities are well-organised and children are happily involved in those that they have chosen. Children achieve well because activities are well-planned and staff value their views. Good use is made of assessment to plan the next steps in learning. Children are fully included in all activities and given extra support when necessary. They are keen to experience festivals such as Christmas and the Chinese New Year and topics such as Holidays, Houses and Homes and The 200 enrich their experiences. Staff value their views and incorporate these in the planning and choice of activities.

The children behave very well at playgroup, because staff are excellent role models with clear expectations. They are well-motivated and show respect for one another. They tidy toys away sensibly and are polite and respectful both to staff and one another. They learn to take turns and share resources sensibly. They are encouraged to be independent and confident in their choice of activity.

Children develop a good understanding of being healthy and staying safe. They learn to use equipment safely as they prepare fruit salads and soup to eat. They make good progress in the physical area of learning and have valuable opportunities to play outside each day. They learn to balance on the balance trail and enjoy riding their pedalled vehicles. Children are encouraged to make healthy choices at snack time and are keen to taste a range of fruit. They enjoy growing carrots, peas, mint and potatoes in their outdoor garden. They benefit from talks on safety from the police and fire services and learn about water safety and how to keep safe in the sun.

Children enjoy their activities and achieve well. They are keen to go on bug hunts and build dens using branches and covers. They eagerly search for dinosaurs and treasure in the sand and enjoy role playing in the pirate ship outdoors. They tunefully sing 'Five Currant Buns' to practise their counting skills and most can confidently count up to ten and beyond, and recognise the numbers. Their creative skills are developed well, as they print colourful patterns, thread beads and make colourful collages. Children recognise their names and most can write them. They listen well to stories such as 'We're Going on a Bear Hunt' and are keen to answer questions and join in with familiar parts of the story. They plan where they are going to for their holiday and cooperate well as they play parachute games. They learn to categorise objects according to size and shape and compose simple tunes on the musical saucepans. They enjoy painting the walls and the house outdoors and watching the water evaporate in the sun. They complete simple programs on the computer; however staff have identified the need to extend the use of technology in the setting and for recording their experiences. Children are keen to go on trips and visits to the airport and church and enjoy fundraising activities such as the Summer Fête. Overall, they are well-prepared for future learning experiences and life outside the school day.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met