

School Lane Playgroup

Inspection report for early years provision

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Inspector

Gail Robertson

Setting address

Wallop Primary School, School Lane, Nether Wallop,
Stockbridge, Hampshire, SO20 8EH

Telephone number

01264 782051

Email

Type of setting

Childcare on non-domestic premises

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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

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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

School Lane Playgroup opened in 1981. It operates from a purpose built building in the primary school grounds and serves the local area and draws children from the surrounding villages and towns.

The playgroup is registered to care for a maximum of 24 children from two to five years. It is registered on the Early Years Register and both parts of the Childcare Register. There are currently 34 children on roll, including 17 funded three and four-year-olds. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. There is easy disabled access to the building and toilet facilities inside.

The playgroup is open five days a week during school term times, with morning sessions from Monday to Friday from 9.15am until 11.45am. Afternoon sessions are held on Monday to Thursday 12.30pm to 3.00pm. In addition a lunch club operates on Monday to Thursday 11.30am to 12.30pm. This ensures parents have access to flexible childcare provision. Children attend for a variety of sessions.

There are two full-time and five part-time staff working with the children. Five of the staff have early years qualifications to National Vocational Qualifications at level 3 and two have level 2 and one is in training at present. The supervisor is studying for a higher level qualification one is training at present. There are six first aid trained staff. The setting receives support from an Early years Advisory Teacher and a Child Links Officer and it is run by a parent committee. The setting works closely with the host school and the local cluster playgroups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children love to come to this playgroup, they bounce in expectantly with smiles on their faces. The manager and her staff are proud of the programme they offer to ensure children learn through their play and become excited by what they learn. The supervisor is impressive in her knowledge and understanding of the early years requirements and an inspiration to her staff. The setting has good capacity for further improvements. This is a fully inclusive setting where all children are acknowledged and supported. The parents reported 'My child doesn't want to stay at home even with chicken pox they love it here so much!'.

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 the setting
- ensure that all the setting policies are signed and dated on behalf of the management committee

- focus on enhancing the natural environment of the outdoor space
- consider completing the self-evaluation form to understand children's needs further.

The effectiveness of leadership and management of the early years provision

All records, policies and procedures necessary for the safe and effective management of the pre-school are well maintained, regularly updated, and shared with the parents. A few, however, are not signed or dated. There are robust arrangements and procedures in place to protect children and parents are fully informed of these. Staff make rigorous daily checks before the children arrive to ensure they will be safe. The staff record any hazards and what has been done to prevent a child or staff member getting hurt.

The supervisor has built up a team of dedicated staff and they work really well together to drive improvement and develop the settings effectiveness. They all proudly wear the settings uniform. The supervisor has worked out systems to monitor the quality of provision and to identify areas for future improvement but the self-evaluation form its not yet complete. The outstanding supervisor and her professional deputy have a clear vision for the future. They are well organised and have the required and necessary paper work well catalogued and filed for easy retrieval. Staff meetings on a Friday afternoon is a time when all staff are encouraged to contribute ideas to make the setting better and to share any training they have undertaken. Staff regularly undertake training to keep their skills and knowledge up to date.

The staff work hard to set up a stimulating and attractive environment each day for the children to work in. The outdoor environment is not as stimulating or attractive as the inside and is really work in progress. Staff take note of children's needs and development when planning the day's activities. On the day of the inspection the computer was not switched on. Resources are at the children's height to allow them to be independent and take responsibility for what they wish to play and work with and to help their concentration. Children and adults enjoy each other's company laugh together and have fun. It is an inclusive setting where differences are celebrated and explained sensitively.

After the last inspection, the committee began to address the five recommendations from the previous report. When the supervisor was appointed she got to grips with them and accelerated the improvements. They are now part of the procedures and practices of the playgroup.

There are outstanding links with the parents and they all spoke highly of the care and support their children receive here. They know that their children are safe and happy. One said 'It is wonderful' Parents are encouraged to contribute to the children's records and to be involve in the life of the setting. There are outstanding partnerships with other providers and other professionals that visit the setting. The host school has very strong links and the reception class teacher and pupils are regular visitors, bringing their work to read and show to the playgroup.

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

The playgroup is most welcoming, and children bounce into the room longing and eager to see what the staff have in store for them. Children have a great sense of belonging and know the routines well. They quickly self register with minimal help and immediately begin to excitedly explore the attractive activities. Children and all staff share a warm, caring, secure and happy relationship. At the start of their learning, relevant information is obtained from parents and other sources to ensure children's particular needs and interests are appropriately met. Children are pleased to see their friends and immediately set to work although on the day of inspection many children were not in because they had chicken pox. They are very confident carrying out the daily routines, interested and motivated by the staff who allow children to make independent choices. They extend the activities drawing in other children and staff. For example, one boy celebrated his birthday by bringing into the setting a birthday cake for snack time. The children turned the role play area, a snack bar cafe, into the cafe kitchen for making of birthday cup cakes. One member of staff put the cake tray into the oven but was seen by one of the children putting the tray into the grill section. The child immediate retrieved the cakes and carefully put them into the oven.

Older children act as good role models for the younger and new children and they develop caringly and responsibly. Children know the playgroup routines very well; this helps them to feel at ease and safe. Their behaviour is exceptional because they know that this is what the staff expects of them. They share equipment and ask politely if they need something for example one needed a scissors to cut a piece of silver tape, he said 'Please, I need a scissors to cut this for my picture. Can you get it? I can't reach. Thank you'. They have very good manners when eating their lunch and staff engage them in meaningful conversation to increase their vocabulary and ability to hold conversations. They talk about where cheese comes from and know that we have cheese from cows and goat milk.

Singing and action song time is a great favourite. They know the words of many songs and sing sweetly whilst the actions are carried out with great gusto. They love books and pour over them after they have had their lunch. They turn the pages correctly and handle the books with great care while they read each other stories.

Children are made aware of how to keep themselves healthy. They go outside each day engaging in a range of physical activities, have access to a drink throughout the session, are independent in their self care skill, for instance in washing their hands before snack time. At lunch they are shown a sequence of what to eat always finishing with a little treat. Staff consistently ask children open ended questions and the supervisor is a very good role model extending children's thought and encouraging children to think for themselves.

The planned daily programme arises from the staffs' observations, staff discussion and monitoring the children's individual progress. This is effective and is backed up

with many types of evidence including photographic and accounts of what children did and their achievements. These are shared with the parents in the child's record and progress book. Children make good progress as a result of the good quality adult input and the effective communication of staff. Children thoroughly enjoy their day; they are happy and contented here. They have a great start to their school life and their learning journey towards the early learning goals.

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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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	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

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