

Sherborne Playgroup

Inspection report for early years provision

Unique reference number 101526
Inspection date 27/04/2010
Inspector Jenny Batelen

Setting address The Old Telephone Exchange, Sherborne,, Nr Cheltenham,
Gloucestershire, GL54 3DH
Telephone number 01451 844833
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

Sherborne Playgroup is a community playgroup run by a committee of parents in the village of Sherborne, Gloucestershire. It operates from the old telephone exchange and is located next to the village primary school. It has been registered since 1993 and has been registered on the Early Years register since September 2008. Children have a large outside play area. The playgroup serves the local and wider community. The group may provide care for 11 children between the ages of two and five years old. The group accepts children from two-years-four-months old. There are currently 16 children on roll, of whom 10 are funded three-and-four-year olds.

The playgroup opens Mondays 9am-12am and Tuesday, Thursdays and Fridays 9am -3pm during the school term time. Children attend for various sessions. The group is able to care for children who have special educational needs and/or disabilities or for whom English is an additional language. Disabled access can be arranged.

Three members of staff work with the children, all of whom hold relevant level 3 childcare qualifications. Staff receive support from the Early Years Foundation Stage consultants and association in the local area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and interests are valued and responded to through observation. Staff have a good understanding of the needs of Early Years Foundation Stage children. A wide variety of activities, both those led by adults and those children do independently; ensure that all children are able to make good progress. Self-evaluation accurately identifies areas for development and involves most stakeholders. The commitment of the manager, committee and staff ensure that there is good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop the outside area so that it mirrors the learning environment inside and enables children to make progress in all areas of learning
- increase children's involvement in planning their activities in order to further raise their levels of achievement

The effectiveness of leadership and management of the early years provision

The leadership and management of this playgroup are good. The commitment of the manager ensures that staff are well-motivated and share her aspirations for the children. Safeguarding procedures that comply with current legislation are

regularly reviewed and updated. Policies, procedures and risk assessments are in place, including a daily check of the environment. There is a good understanding of the Early Years Foundation Stage requirements. Adults have appropriate qualifications and undergo ongoing training. There has been excellent progress on the recommendations from the last inspection.

The importance of the welfare and safety of the children is reflected in established routines, helping children to keep themselves safe. The small numbers in the group mean that the playgroup has an excellent knowledge and understanding of the children's families. As a result, it is able to address the children's diverse needs and interests and ensure all have equal opportunity to do well. The playgroup encourages happy, confident and independent children, who play very well together, support each other and chat happily to staff and visitors.

High quality resources and imaginative use of the space available enable all children to learn and develop well through a variety of activities of their choice. Children with special educational needs and/or disabilities are identified and plans put in place to ensure that they are given appropriate support. Playgroup staff evaluate their work, looking at how to develop the learning opportunities as well as improving the fabric of the building. They consider the views of parents and carers as indicated on questionnaires, parents and carers have a lot of involvement in decisions about the group, through membership of the committee. Children's views are sought through discussions using questions such as 'what have you enjoyed today?' and 'where do you like in playgroup?'

Links with parents and carers are very good. Key information is on display in the entrance area of the building. Newsletters keep parents informed about what is happening. Parents and carers are very positive about the playgroup. 'Lovely—children know each other, play well together,' is a typical comment from a parent. They feel well informed and that it is easy to talk to the staff, as demonstrated in the comment, 'the teacher allocated to each child is approachable'. Parents and carers also appreciate the strong links with the school, and the fact that the playgroup's location next to the school means that children are used to seeing the building, staff and pupils. Links with external agencies, including the school and the local community, are strong. The playgroup is well supported by the local authority.

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

All children make good progress towards the early learning goals. They thoroughly enjoy their time in the playgroup, confidently make independent choices of their activities and exhibit great concentration, for example when playing with diggers in the sand, making shapes with playdough or using building bricks to match the pattern demonstrated by an adult.

The secure and safe accommodation is well equipped and, although space restricts the accessibility of resources, children are able to ask for whatever they want to use. The recently improved outside area has a wide range of activities available,

although it does not reflect all the learning areas that are provided inside. Imaginative use of the whole site and equipment means that children are able to experience a wide range of activities, such as growing flowers and vegetables by using wellington boots hung from the fence as planters.

Children's safety and well-being are given high priority, with health issues correctly addressed. Children are independent in their hygiene routines. Parents and carers know the key workers allocated to their child and excellent relationships exist between all in the playgroup. Behaviour is very good and, as a result, children work and play well together.

Planning is based on the children's interests and stages of development. Observations and some discussion help staff to identify children's interests and incorporate these into the planning, but children are not yet encouraged to share in the planning of their future activities. Children's work is valued and displayed. Assessments from observation of children's learning are recorded in their individual files and parents enjoy looking through these. Assessments are shared with the school, both by passing on written records and through discussion, which helps to provide a complete picture of each child's achievements as they move into the Reception class.

Children are encouraged to develop a healthy lifestyle through healthy drinks and snacks, which they sit down and share at snack time. They choose what they want to eat independently, cut up the fruit and pour their own drink. Children get plenty of exercise as they run and play outside and make use of the school field, where they can develop physical skills such as balancing and climbing on the apparatus. They also share the Forest School area with the school. Children's knowledge of the wider world develops through learning about the different countries that their families represent. Planning ensures that this area of understanding is given a regular focus. Parents are very confident that their children are prepared well for the transition to school through the shared activities and summer term visits.

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	1
The effectiveness with which the setting deploys resources	1
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

