

Kineton Playgroup Ltd

Inspection report for early years provision

Unique reference number	EY359930
Inspection date	23/06/2010
Inspector	Sarah Warboys

Setting address	Kineton C of E Primary School, King Johns Road, Kineton, Warwick, CV35 0HS
Telephone number	01926 640010
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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

Kineton Playgroup opened in 2007 having previously operated from a Methodist church hall in Kineton since 1967. It now operates from an open plan room in a purpose built building situated on the site of Kineton Church of England Primary School, Warwickshire. A maximum of 32 children may attend the setting at any one time.

The setting is open each weekday in term time from 8.00am to 6.00pm, providing both pre-school and out of school care. Out of school provision is available to children over three years old from 8.00am to 9.00am and 3.00pm to 6.00pm. Pre-school provision, for children of two years six months to school age, offers sessions from 9.00am to 11.30am and 12.30pm to 3.00pm. A lunch session between 11.30am to 12.15pm can be added to a morning or an afternoon session, with children bringing a packed lunch. Children attend for a variety of sessions and full day care. All children share access to secure enclosed outdoor play areas, including the school grounds.

There are currently 152 children aged from two to 11 years on roll. Of these, 57 children receive funding for early education. Children come from the local area and surrounding villages and rural areas. The nursery currently supports a number of children with special educational needs and/or disabilities and is able to support children who speak English as an additional language.

The setting employs 12 members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress at Kineton Playgroup because the staff meet the needs and interests of all children well. The setting is very inclusive and supports children with a range of needs, including those with special educational needs and/or disabilities and those for whom English is an additional language. The manager, committee chair and deputies all work well together and provide strong leadership. They are constantly reflective of their practice and have taken effective steps to improve the smooth running of the setting and outcomes for children. Consequently, the setting has a good capacity to continue to improve in the future.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to make links between letters and sounds by providing visual images in both the indoor and outdoor learning environments

- formally record assessment information in order to measure more accurately the progress of individuals and groups of children.

The effectiveness of leadership and management of the early years provision

The playgroup's successful leadership is supported well by a team of staff who work very well together to promote children's welfare, learning and development. Since the previous inspection, there have been noteworthy improvements. For example, all staff now contribute to detailed assessments which clearly focus on the next steps children need to take in their learning and parents and carers are more fully informed about their children's education. Leaders have an accurate view of the setting's strengths and areas of development for their provision and take account of the views of children, parents, carers and committee members. Adults have an extensive knowledge of each child's background, needs and areas of interest. Children who have specific learning and developmental needs are welcomed in the setting and programmes are put in place to support them. As a direct result, children make good progress, whatever their starting points. Leaders have rightly identified the need to more formally record assessment information in order to measure more accurately the progress of individuals and groups of children.

Leaders and staff ensure that the environment is appropriately resourced and contributes well to children's learning, development and welfare. Both indoor and outdoor equipment is of good quality, well-organised and well-maintained.

Safeguarding measures at the setting are exemplary. The setting takes rigorous steps to ensure children's safety, including the appropriate vetting and recruitment of all staff. Comprehensive policies and procedures are implemented consistently and robustly. For example, visitors sign in, the premises are secure and good records are kept of accidents and then analysed to check for any particular patterns so that the appropriate steps can be taken to reduce the risk of harm to children.

Particularly strong is the excellent levels of engagement the setting has with parents and carers, who feel very well informed by staff about the welfare and learning of their children and feel that their trust in the setting is very well placed. Parents and carers feel strongly that they are involved in making decisions about their children's welfare and that all staff are approachable and will deal swiftly and sensitively with any concerns they may have. Parents and carers are provided with a range of opportunities to be updated with both previous learning and future plans and staff are available at different times of the day to ensure as many parents and carers as possible have access to information.

Valuable partnerships exist with other agencies, including a close relationship with the local primary school, which leads to smooth transition arrangements and good support for both children and their families.

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

Adults good knowledge of how children learn and develop, their attention to keeping children safe and their understanding of the Early Years Foundation Stage guidance, positively promotes children's learning and well-being. The staff provide good role models in all aspects of their work. Staff are particularly skilled in responding to children's conversations and by asking them key questions, which extends and develops learning still further. Initial activities are well planned and based on thorough observations and assessments. Subsequent learning is based on the children's interests and their questions and are well matched to individual needs.

The children choose from a wide range of exciting activities which help them to develop their skills and work towards the early learning goals. The indoor classroom and the outdoor area provides children with very good opportunities to enjoy books, complete puzzles, make cakes from sand and build lorries with construction kits. Children are encouraged to participate in a variety of creative tasks and are praised by staff and each other for their efforts. There are role play areas including a travel agent shop, where children put on swimming costumes and take holidays to faraway places. They learn through very practical activities, such as, how to build a play pen for the very small children they are caring for. Children are engaged, motivated and interested by their activities and enthusiastically talk about what they are doing and why. They particularly enjoy playing with their friends, listening to stories and dressing up.

Children's behaviour is extremely good and this is acknowledged and rewarded by staff. Children from different backgrounds play and work together well. Similarly, they show that they are capable of working independently and with sustained concentration. Children move freely between indoor and outdoor areas, are well supervised at all times and there is a good balance between adult-led and child-initiated activities.

The children learn about the importance of a healthy lifestyle because they eat healthy snacks. The staff encourage hygiene routinely and the children can explain why they wash their hands. Water is freely available and children can help themselves to it whenever they choose. Children show they feel extremely safe and secure in their surroundings. They have an exceptionally clear understanding of why they need to wear sun-screen and wear hats in the sunshine.

Although there are many and varied opportunities for children to develop early writing skills, there are few letters, numbers, colours or shapes displayed to make links between words and their written form either in the classroom or outdoor area.

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	1
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	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	1
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