

Kings Sutton Pre-School Playgroup

Inspection report for early years provision

Unique reference number	220294
Inspection date	15/07/2010
Inspector	Gary Kirkley
Setting address	The Annexe, Kings Sutton Primary School, Richmond Street, BANBURY, Oxfordshire, OX17 3RT
Telephone number	01295 816006
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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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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

Kings Sutton Pre School Playgroup is a voluntary group run by a committee of parents and managed by the supervisor. It was established in 1968 and currently operates in the annexe of Kings Sutton Primary School. The premises consists of an entrance area and cloakroom, main room, toilets and kitchen. There is an enclosed garden and outdoor play area for the sole use of the playgroup. The school playground can also be used for outdoor activities.

Opening hours are 9.00am to 12.00pm each weekday morning during term time. Sessions are also offered from 1.00pm to 3.30pm in the afternoons for the younger children when numbers warrant opening. The group is registered to provide sessional day care for 26 children aged from two years to under five years. There are currently 42 children on roll, and of these, 30 children are in receipt of funding for their nursery education. Most children come from the village of Kings Sutton but a few travel in from the nearby market town of Banbury. The group is able to support children who have special educational difficulties and/or disabilities and those who speak English as an additional language.

There are six members of staff who work regularly with the children. All staff have a Level three qualification in early years childcare. The staff have very good links with the school and work closely with an advisory teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Kings Sutton pre-school playgroup provides outstanding care and education for all children. Over time it has continued to improve, with a highly effective management driving ambition, leading to high quality outcomes for the children. It has an excellent capacity to improve, clearly organising changes as recommended in the previous inspection, as well as inputting a number of other significant changes to the building and organisation of the playgroup. The playgroup is physically accessible and inclusive, able to take children with special educational needs and children for whom English is an additional language.

What steps need to be taken to improve provision further?

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

- developing the use of information communication technology in activities to extend learning opportunities
- exploring training possibilities for staff on cultural diversity.

The effectiveness of leadership and management of the early years provision

The pre-school playgroup is particularly well managed and led, with a significant number of outstanding features. Safeguarding is outstanding, as the playgroup puts children's safety at the heart of all that it does. The site is secure, sharing a single entrance with the primary school, which is completely fenced and walled. All doors remain locked throughout the sessions. Children are registered systematically, with all staff onsite recorded. Visitors are challenged and are required to register and leave mobile phones, there is only one camera in use. All issues relating to health and safety regulations are recorded correctly, with the accident book, incident book, medicines log, risk assessments and fire drills all up to date and there were no serious incidents recorded. All staff have undergone thorough recruitment and vetting procedures, completely following local authority procedures, with enhanced Criminal Records Bureau checks and qualification audits. There are no issues around statutory compliance. All staff hold level three childcare qualifications, with one ready to undertake a level four qualification. The staff have undertaken a range of training over time, for example, staff are trained in child protection and implementing procedures, first aid and health and safety, assisting with special educational needs around hearing impairment and signing, equality of opportunity and diversity, behaviour management and children's wellbeing, early years elements and forest schools. Although, there are currently no children for whom English is an additional language, it would be prudent to explore the opportunities available for training on cultural diversity for potential children in the future.

The playgroup has developed outstanding partnerships over time, particularly with the school on the same site, sharing many of the external areas with the school. Links with the local authority and the Early Years advisor provide access to up to date information, as do links through the Pre-School Learning Alliance and other local networks. Parents are particularly complementary of the work of the playgroup and have an excellent relationship with the setting. All of the parents interviewed thought that their child was completely safe and had access to extremely high quality care and education. All would recommend the playgroup unreservedly, with many involved in its organisation. All children have equal access to all of the activities and the playgroup promotes inclusion at all levels. The quality of resources is excellent, with free flow play and learning being highly effective. The playgroup has improved the physical aspects of the building, with new doors and windows, new ceilings, toilets and there are plans to refurbish the kitchen area and develop a room for meeting parents. The playgroup has begun to assess its effectiveness, determining strengths and further areas for development through an excellent self evaluation process. This is highly successful and should be monitored over time to maintain its effectiveness. Since the last report the playgroup has consolidated its use of a framework for the assessing, planning and recording of activities and progress. Early years elements are incorporated into all of this, which allows for both child initiated and adult led events. Children are thoroughly supported by a system of key workers and formal discussions by staff on their targets and plans.

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

All children enjoy their experiences at the playgroup, thriving under the care of the staff, who are positive and calm at all times, effectively ensuring that the children replicate this behaviour, which was observed to be outstanding. All children learn at their own pace, but work collaboratively at times and use the intervention of staff to enrich their play. Children play on their own, in tandem and come together for times of calm and quietness, under more formal contexts organised by the staff. At snack time, children poured their drinks and collected their food before sitting down and talking calmly with each other, reflecting on what they had done. There is an excellent balance between staff organised and child led activities, so that children are able to make outstanding progress towards the early learning goals. One girl was making vinegar biscuits out of paper as a present for her sister, while a group of boys used clipboards to make marks about different cars. Children's knowledge and understanding of the world is enhanced by the use of a computer and electronic toys. The playgroup intends to develop this element further in a greater variety of activities. Problem solving and ordering were observed as a means of developing number skills.

All children act safely at all times. They are adopting healthy lifestyles through sensible choices around food and drink. They thrive throughout the active sessions as well as the calm periods of play and contribute positively to the work of others. Two children have individual education plans to monitor their behaviour and these children were observed to be calm, take turns with resources and were developing their language and social skills very well. Children are clearly learning important skills required for the future. They volunteer readily to help in the clearing away and tidying up of resources. All of the more formal activities are planned for, then systematically recorded and monitored, producing a profile of each child's 'learning journey', showing how well prepared they are for the next stage of their education. Transition arrangements are excellent, with a specific meeting in the school for all children. All care and hygiene practices are outstanding, with children developing brilliant independent living skills over time and an excellent understanding of healthy lifestyles. Since the last inspection all issues relating to outcomes for children have been addressed.

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	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

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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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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