

Wilkes Green Playgroup

Inspection report for early years provision

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Inspector	Fiona Robinson

Setting address	Antrobus Road, Handsworth, Birmingham, West Midlands, B21 9NT
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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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Description of the setting

Wilkes Green Playgroup opened in 1984. It operates from one room in a single storey building within the grounds of Wilkes Green Infant school, Birmingham. The setting has the use of the nursery outdoor area and the playground. There is ramped disability access to the building. The setting serves the local area.

There are currently 40 children from two to under five years on roll. This includes 38 funded three and four-year olds. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The playgroup is registered on the Early Years Register.

The group opens five days a week during school term time. Sessions are from 9.00am until 11.30am for five mornings, and 12.45pm until 3.15pm four afternoons a week. The setting is closed on a Friday afternoon. Children attend for a variety of sessions.

There are five members of staff working both full and part-time with the children. Four members of staff have an early years qualification to National Vocational level 3, and the other is working towards this. The setting receives support from a teacher mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their activities and behave very well in a purposeful, bright and stimulating setting. They are fully included in a wide range of activities and achieve well. Partnerships with parents and carers and the host school are excellent and information is shared effectively. The manager and staff clearly identify where their strengths and areas for development are and demonstrate a good commitment to continuous 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 within the setting
- develop children's environmental awareness in the outdoor area of learning.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare to an outstanding standard. They have an excellent understanding of the safeguarding and child protection procedures. Risk assessments are carried out daily to ensure children stay safe. The setting is kept very safe and secure and there are robust collection procedures

in place. Staff ensure that the children are only collected by parents and carers, and authorised persons. Clear and comprehensive policies, procedures and documentation are in place. These are regularly reviewed and updated. Fire evacuation procedures are practiced regularly, so that children become familiar with the routine. Children's safety is protected very well, because staff are deployed effectively and the children are well supervised indoors and outdoors. There are robust procedures in place for staff recruitment and vetting.

Partnership with parents are outstanding, and they are warmly welcomed into the playgroup every day to share information and discuss their children's achievements. They are kept fully informed of special events and activities through comprehensive newsletters and the parents' notice board. There are information leaflets displayed on the notice board, including information about the local children's centre. Key staff share the children's learning journeys with parents on a regular basis at the end of sessions, and at parents' afternoons. Parents are very supportive of fundraising events such as the Toddlethon walk. Parents' comments indicate that they are extremely pleased with the care and experiences their children receive. They say their children enjoy coming to the playgroup and are stimulated and challenged in their activities. Links with the host school are excellent and the setting benefits from the use of the playground and the outer area. There are also outstanding links with outside agencies, because there is excellent provision for children with special educational needs and/or disabilities.

The playgroup is well-led and managed and the manager and staff have a good awareness of the strengths and areas for improvement in the setting. They work well as a team and continuous professional development is valued. Well-qualified and experienced staff make a valuable contribution to self-evaluation and are keen to implement new ideas. Good progress has been made in implementing the recommendations of the previous inspection. In particular, the monitoring and evaluation systems have been developed well and policies and procedures are regularly reviewed. Staff actively promote equality and diversity excellently by ensuring children are fully integrated into activities and involving parents in the celebration of festivals and special events. Imaginative and effective use is made of resources to meet the needs of the children. There are clear plans in place for future improvements, such as developing the outdoor area of learning. Staff recognise the need to develop technology in the setting, such as the interactive whiteboard and computer, and to develop children's environmental and sensory experiences.

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

Activities are well-planned and organised. They are based on observations of the children's interests, strengths and areas for development. Staff provide activities that support the children's learning and development by encouraging curiosity, investigation and problem solving skills, and extend their individual skills and interests. Topics such as 'All About Me', 'Transport' and 'Mini Beasts' enrich their experiences. Staff carefully monitor and record children's achievements and use this information to inform how they plan for the next steps in learning. Children

achieve well in all areas of learning.

Children have excellent relationships with staff and each other. They are well-motivated and learn to take turns, show respect for others and share resources sensibly. Staff are excellent role models and encourage children to respect each other's differences. Children enjoy learning about cultures through celebrating festivals such as Diwali, Christmas and the Chinese New Year. Parents are very supportive and children enjoy cooking activities, listening to stories, dressing up, food tasting and dancing. Staff work closely as a team to enable the children to gain confidence, self-esteem and make choices. They show great care and sensitivity towards children with special educational needs and/or disabilities. Children behave very well in the setting and are fully included in activities. They greatly benefitted from a recent disability awareness session. The staff consistently use praise and encouragement to promote outstanding behaviour and positive relationships amongst the children.

Children are developing a good understanding of how to keep themselves healthy and safe. As part of a healthy eating topic they learn about healthy lifestyles and foods that are good for them. They learn to use equipment safely as they make fruit salads and smoothies. They grow their own strawberries and cress for snack time. They enjoy a wide range of physical activities and move actively around the outdoor area, using pedalled vehicles and toys. They work together well as they make trains and balance trails in the outdoor area. They benefit from visits from the fire service and have a good knowledge of fire safety, road safety and keeping safe in the sun.

Children enjoy coming to the playgroup because of the range of activities on offer. They show an interest in searching for insects in the outside area. They are keen to see how plants grow and like going to the shops to buy fruit for their snacks. They listen carefully to the story about 'The Very Hungry Caterpillar' and are encouraged to answer questions. Most children can count up to fifteen and beyond and sing songs such as 'Five Currant Buns' to reinforce their counting skills. Their creative skills are developed well as they mix colours and explore different textures for paintings and collages. They discuss colourful patterns they have made on their butterfly wings and create pictures of animals. Children were fully included in activities arranged for 'Black History' week at the infant school. Most children can write their own names and enjoy mark-making in foam. However, opportunities for using technology in activities are more limited and staff have identified the need to develop the use of technology in the setting. They are also developing the outdoor area of learning to include more environmental and sensory experiences for the children. Overall, children develop their independence well in this setting and are well prepared for the next stage in learning because they are developing important future skills.

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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