



Robin Playgroup

Inspection report for early years provision

Unique Reference Number	EY293688
Inspection date	01 February 2006
Inspector	Jenny Scarlett

Setting Address	Edward Feild Primary & Nursery School, Bicester Road, Kidlington, Oxfordshire, OX5 2LG
Telephone number	01865 371515
E-mail	
Registered person	Robin Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Robin Playgroup was founded in 1972 and re-registered within school premises at the Edward Feild Primary and Nursery School in September 2004. A maximum of twenty six children may attend the playgroup at any one time. The playgroup is open Monday to Friday from 09:00 - 11:30 during school term times. A lunch club is offered for children over three from 11:30 to 12:45 and provides a link to the afternoon sessions held at the adjacent nursery school. All children share access to a secure,

enclosed outdoor play area.

There are currently thirty children aged from two years to under five years on roll, with a roll of twenty children attending the lunch club. Of these, six children receive funding for nursery education. A further four children receive funding for the Edward Feild Nursery. The playgroup works in partnership with the Foundation Stage to provide "wrap around care". Children come from the local community.

The pre-school employs five staff. Two staff, including the supervisor, hold appropriate early years qualifications. One staff member is working towards a recognised early years qualification. One staff member is further developing the childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from fresh air and regular exercise, making good use of the indoor and outdoor environment. They move freely and confidently around the setting demonstrating good spatial awareness. They develop good physical skills, demonstrating their dexterity as they draw and write with pens and pencils. Children use chop sticks to pick up rice and explore pouring rice from tea pots. Children develop good coordination skills as they run in the garden. They climb and balance confidently on the outdoor apparatus and ride bikes and wheeled equipment up and down the slopes.

Children have a clear awareness of their own needs. Suitable hand washing facilities and displays of positive images aid the children's development in their personal care and independence skills. They actively contribute to the development of the health and care routines by tidying up and helping each other put their shoes and boots on for outside play. Staff remind children to wash their hands after using the toilet and after painting. They encourage children to blow their noses. This practice sustains high levels of hygiene and helps to prevent the spread of infection.

Children begin to understand the principles of a healthy diet. Drinks are available to all children and staff acknowledge when children are thirsty. Children appreciate the varied healthy snacks. Snack and lunch time are a social occasion. Children staying for lunch club enjoy comparing the contents of their lunch boxes. Children learn how to keep themselves healthy, knowing they must wash their hands before snacks and after using the toilet. Staff use effective procedures to prevent the possible spread of infection, for example, cleaning tables properly before and after the children eat.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a spacious well planned environment because staff plan the room

and the equipment layout carefully. The environment is particularly welcoming to parents and children, who are greeted individually on arrival. The individual welcome helps the children feel secure and encourages them to settle at the start of the session. Children use a good range of safe and developmentally appropriate resources. Individual pieces of children's artwork and topic displays are well presented. This ensures children know their work and efforts are valued.

The indoor and outdoor play spaces are organised effectively. Staff create a child friendly environment which enables the children to explore and take risks while being appropriately supervised. Children self select from a good variety of safe resources which helps support and encourage their independence. They can decide to rest in the comfy book area or engage in a wide variety of activities. Floor mats and areas offer many construction or "small world" resources with other activities available around the room. Children play an active part in keeping the room safe, for example, when taking part in tidy-up time. Children learn to keep themselves safe and avoid accidental injury through gentle encouragement. They learn not to run indoors and are aware to be careful when riding bikes up and down the slope when in the garden. Children develop an understanding of keeping themselves safe because staff reinforce simple safety measures.

Children are protected well by staff who demonstrate a sound understanding of the child protection policies and procedures. As a result they give good priority to safeguarding the children's welfare. Staff-child ratios ensure that sufficient staff are on duty to meet the individual needs of the children throughout the session.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy learning through play in this playgroup. Most children arrive confidently, choosing their favourite activities. They select from a wide range of practical experiences which interest them and stimulate their play effectively. Children become absorbed in activities as they build and construct with bricks, look at books and explore with rice, developing good concentration skills. Therefore they demonstrate a positive attitude to learning. Children are developing good social skills. They share resources and successfully negotiate turn taking in their play and activities, such as sharing bottles in the water play. They play well on their own and with others. Children develop good friendships with each other and with staff. They say who their friends are invite them to sit with them at snack time. The children have good relationships with staff. They know the routine well and take an active part in tidying the room when changes in the session occur.

Nursery Education

The quality of teaching and learning is good. Staff are well qualified and demonstrate a clear understanding of the Foundation Stage. They use this knowledge to plan a broad range of practical experiences for all children. Staff receive good opportunities for ongoing training and development, which underpins their knowledge and skills effectively to support the children. Planning is clearly linked to the Early Learning Goals and identifies what the children are to learn from planned activities. As a result,

children are making good progress. Staff use observations of children's progress to complete assessment records. These are linked to the stepping-stones and used effectively to plan for each child's next stage.

Children utilise their newly-acquired knowledge and skills well in their play. They experience regular opportunities to develop their early maths skills. Staff provide practical opportunities for children to consolidate this area of learning through discussions and questioning the children. Evidence shows the children are progressing well in this area. For example, children concentrate well at varied planned and spontaneous activities such as using the computer and counting the number of children. They enjoy singing number rhymes and songs, counting up and back. Children develop an awareness of capacity as they fill bottles with red water and pour rice into different size bowls. They learn simple symmetry as they colour and match patterns on the rainbows.

Children have a good range of vocabulary. They use language confidently when talking to their peers and with staff. This has a positive effect on their growing social skills and self-assurance. Children use marks readily; they paint and draw purposefully and develop emergent writing skills using pencils, notepads and paper. These opportunities help the older children write their names confidently. Children show an early love of books, often visiting the book area to read stories to each other or browse through books themselves. They learn to listen and are attentive at story time. They concentrate well because they enjoy what they do.

Children have good opportunities to use their creativity. They use their imagination well in various aspects of role play and construction activities with access to good resources and props to develop this area. Children join in enthusiastically to music and singing and know a varied range of songs and rhymes. Children develop their independence skills as they choose and select from a varied range of activities and resources. However, staff do not utilise opportunities to develop the children's independence further, for example, serving refreshments at snack times. Children behave well and begin to understand right from wrong. They respond well to the routine changes in the day. They follow clear guidelines and are aware of the expectations such as tidying toys and resources away. Children develop a good awareness of their own needs and a respect for the needs of others. They are sensitive to the needs of others, readily share toys and resources and many children cooperate with each other.

Helping children make a positive contribution

The provision is good.

Children benefit from the positive relationship staff have with parents. This helps the children to settle well into the playgroup. The children are warmly welcomed as they self register and confidently say 'goodbye' to their parents and carers. Partnership with parents is good. Parents and carers receive good information about the setting and its education provision. They share relevant information, play activities and discuss the children's individual needs on a regular basis. Children benefit from the open door policy staff have with their parents. Parents receive opportunities to

contribute to the assessments made on their child and to be involved in their child's learning. As a result, parents and carers have a good understanding of their child's progress.

Younger children benefit from the positive partnership staff have developed with parents. The older children are welcomed as they self-register and eagerly look forward to the days activities. Children's individual pegs and labelled drawers provide them with a sense of belonging as they store their pictures and personal possessions. Staff are proactive in ensuring the needs of all children are being met. They demonstrate a good knowledge of the individual needs of the children in their care. Staff work closely with parents to ensure the children are settled and happy before they leave. Children have good opportunities to learn more about the world around them through varied projects, visiting local places of interest and welcoming visitors to the setting. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with special needs and those learning English as an additional language are safe and are fully included in the setting. This is because of the sensitive adult support and well-planned adaptations to resources and activities. Regular communication with parents contributes to children's well being and safety. The special educational needs coordinator (SENCO) demonstrates sound knowledge of the fundamental principles of the code of practice. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities. This ensures the children take part at a level appropriate to their needs.

Organisation

The organisation is good.

Staff working with the children know them and their individual families well. Staff demonstrate a sound understanding of their roles and responsibilities with relevant induction procedures. Children's well being is supported by staff who hold appropriate early years qualifications and are experienced in caring for young children. Children feel a sense of belonging and become familiar with the school and its staff. They see their siblings and friends within the nursery school and on occasions enjoy shared playtimes and outings. This aids the children's smooth transition into the school environment. As a result the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. Staff work well as a team. They are committed to updating their skills and knowledge through regular training and development. This is used to organise the provision that meets the individual needs of the children in the playgroup. All staff work hard to monitor and improve the setting. There is a very good partnership with the school and adjacent Nursery. The Foundation Stage Coordinator and supervisor work in practice to ensure the ongoing individual needs of the children are continually met. The supervisor and management committee team have a strong vision for the Playgroup. Regular meetings are held, when staff are able to share their views and contribute to the organisation of the nursery. Staff work

cooperatively to help the playgroup run smoothly. The supervisor and committee monitor and evaluate the provision in a constant process through the openness of the staff and management team. They clearly know the strengths and weaknesses of the provision and work hard to ensure staff work effectively and have the relevant skills and qualifications to carry out their role. This results in a happy, consistent and focussed staff team who work effectively to meet the personal development needs of all the children.

Improvements since the last inspection

Not applicable. This the first inspection since re-registration.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. There have been no complaints made to Ofsted since registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop opportunities to foster children's independence skills (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above.

Any complaints about the inspection or the report should be made following the

procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk