

# Stone with Woodford Playgroup (Village Hall)

Inspection report for early years provision

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<b>Inspector</b>	Ruth Tharme
<b>Setting address</b>	The Village Hall, Stone, Nr Berkeley, Gloucestershire, GL13 9LE
<b>Telephone number</b>	07856 8536 06
<b>Email</b>	
<b>Type of setting</b>	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**

Stone with Woodford Playgroup is a voluntary committee run group which serves the neighbouring village communities of Stone and Woodford. The playgroup operates on Monday, Tuesday and Wednesday from the village hall and on Fridays from the local school premises, when available.

On Monday, Tuesday and Wednesday the playgroup has use of the hall, toilet, kitchen and storage facilities. An area outside is secured to give children access to outdoor play. The playgroup is open term time only from 9.15am to 12.15pm.

The group is registered on the Early Years Register and is registered to provide care for a maximum of 24 children in the early years age group at any one time. There are currently 17 children on roll, 11 of whom receive funding for early years education. Children with English as an additional language and special educational needs are welcomed into the group.

There are four staff members who work directly with the children. Two staff members have relevant qualifications, including the playleader who has an early years degree. The group are members of Gloucestershire's Parent and Toddler Association. Advice on the educational programme is provided by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time in the setting and they make good progress in their learning and development. Effective arrangements exist to ensure their safety and health and encourage their involvement in the wider community. Strong links with parents ensure their involvement in their children's learning and mean that they are well informed about the provision and their children's progress. Managers have a clear understanding of the strengths and weaknesses of the provision and take positive steps to improve it.

## **What steps need to be taken to improve provision further?**

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

- ensure practitioners regularly share relevant information including learning and development records when children attend more than one setting.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding issues are well managed as staff are supported to attend relevant training, there is a designated staff member with overall responsibility and written procedures include appropriate steps to take should any concerns arise. There are robust arrangements in place to ensure that children are protected as all staff checks are carried efficiently and uncleared adults are carefully supervised. A safe environment is provided for children as an appropriate risk assessment programme is in place and vigilant staff take positive steps to reduce potential dangers, for example, care is taken to enclose the outdoor play area so children are not put at risk from traffic in the car parking area. Policies and procedures are well considered and are effectively implemented to ensure the smooth running of the setting. Documentation is maintained to a good standard and information about the registration and insurance arrangements are clearly displayed. The setting is well equipped so resources are readily available and meet the needs of the children.

There are strong working partnerships with parents which means that they are fully involved in their children's learning and are well informed about their progress and the provision in general. High quality information is provided which means that parents have a clear understanding of the curriculum and future plans. Links with other professionals contribute to the effective support given to children with particular needs. Staff work closely with health professionals to ensure that children receive appropriate support. Positive steps are taken to ensure that individual needs are met. Planning takes account of children's needs and interests and the environment is adapted to ensure that all children can take part fully. The setting has yet to develop connections with other settings attended by the children. This means that there are currently no arrangements in place to ensure that learning and development records and other relevant information is regularly shared.

Managers have a strong commitment to ongoing improvement. They respond positively to advice and guidance from outside agencies and have taken steps to address recommendations from the last inspection, resulting in an overall improvement in the quality of the provision, for example, children now have free access to art and craft materials so they are able to freely express their creativity.

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

Children make good progress in all areas of their learning and are actively developing the skills they need for the future in a caring and stimulating environment. Well-established procedures mean that children's starting points are effectively measured. Consequently, practitioners have a firm basis for future planning and are well informed about children's needs and interests. A regular programme of observation, of groups and individuals, ensures that progress is accurately measured and recorded.

Children enjoy their learning and are keen to be involved in the activities on offer.

This is because they are interesting and well presented and means that children enter the setting willingly and settle immediately. Standards of behaviour are good. Children take turns and share without prompting. They speak confidently, and develop their reading skills as they self-register, adding their name card to the registration board as they arrive. They enjoy mark-making in a variety of ways, for example, they make lists during role play, print patterns with leaves and draw their own designs with pens and white boards.

Children count confidently and use mathematical language, such as sizes and shapes as they play. Activities such as gloop, pasta or jelly play allow children to investigate and explore. Daily use of everyday technology, such as the digital camera, means a clear knowledge and understanding of information and communication technology is developing. Children develop their physical skills through enjoyable action games, such as 'The Farmer's in his Den'. They also use tools such as glue spreaders, paint brushes and scissors with confidence. They express their creativity in a variety of ways, for example, they sing as part of daily routines, act out their own stories during role play and explore a wide range of media and materials.

Children feel safe and secure in the setting. They have strong bonds with staff members who are warm and affectionate and give children confidence to express their feelings. They develop a good sense of how to keep themselves safe, for example, they take care to walk when indoors so they do not fall over and injure themselves and use cutlery safely to prepare their snack time fruit. Healthy lifestyles are readily adopted. Children are very active, both in and out of doors. They make healthy choices at snack times and help themselves to water to drink. Good hygiene practices are well implemented to minimise the risk of infection, for example, children know how to select a clean cup from the 'clean mat' and put it away on the 'dirty mat' when they have finished.

Children develop strong links with the wider community. They visit a local care home and attend activities at the local school. They willingly take on responsibilities; they tidy up their toys when finished and demonstrate a caring attitude towards each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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