

Willow Tree Playgroup

Inspection report for early years provision

Unique reference number	220295
Inspection date	07/12/2010
Inspector	Janet Keeling
Setting address	Kings Cliffe Endowed School, Park Street, Kingscliffe, Peterborough Cambs, PE8 6XN
Telephone number	01780 470780
Email	
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

Willow Tree Playgroup was registered in 2000 and is run by a voluntary management committee. It operates from the Horsa building located in the grounds of Kings Cliffe Endowed School in the village of Kings Cliffe, Peterborough. Children have access to a secure enclosed outdoor play area and to the schools playing fields. The setting serves children and families from the local and surrounding areas. A maximum of 17 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 9.15am to 12.15pm during term time only.

There are currently 19 children on roll, all of whom are within the early years age range. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, three hold a qualification at level 3 in early years and one is currently working towards a qualification at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming setting. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Children make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their individual interests and learning needs. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Effective partnerships with parents, carers and other early years professionals have been established ensuring children's needs are fully supported. The setting is led by a dedicated and enthusiastic manager who together with the staff team demonstrate a positive attitude towards sustained and continuous improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure it covers anything with which a child may come into contact with, this specifically refers to the storage of the billiard table and roll of carpet in the main playroom

- enhance the two way-flow of information with parents by maximising opportunities to fully engage them in their child's ongoing learning, with particular regard to how they contribute to their child's record of achievement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff routinely verify the identity of all visitors to the setting and are vigilant about the safe arrival and collection of children. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Written fire procedures are in place and staff ensure that children engage in and are familiar with emergency evacuation procedures. Annual risk assessments are completed and cover all aspects of the indoor and outdoor learning environment and outings. However, the daily risk assessment does not clearly demonstrate what action has been taken to minimise all identified hazards that a child may come in contact with. This refers to the storage of a billiard table and a roll of carpet in the main playroom. The deployment of resources is good. For example, staff are successfully deployed to support the children's care and well-being and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of the session.

Staff are positive role models, work well as a team, are passionate about their work and strive to improve their practice. Recommendations made at the previous inspection have been addressed and have had a positive impact on the outcomes for children attending the setting. A good self-evaluation system, together with parent questionnaires help staff to identify the groups strengths and areas for improvement. There is a pro-active and shared vision for inclusive practice ensuring that every child can achieve as well as they can regardless of their background, and as a result children are fully included and integrated into the setting. Staff ensure that the provision is adapted to meet the changing needs of the children who attend. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being is further enhanced.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that most children's changing needs are consistently met, particularly for children with special educational needs and/or disabilities and those who speak English as an additional language. Parents access good information regarding the group through the use of a parents notice board, regular newsletters and access to policies and procedures. In addition parents are invited to consultation meetings throughout the year. Feedback from parents and carers during the inspection was very positive. For example, parents

said, they find staff welcoming and approachable and that they are pleased with the care and play opportunities that are provided for their children. Comments taken from parent questionnaires include, 'great support from staff' and 'good staffing levels'. The manager and staff work successfully in partnership with other early years professionals, the host school and have developed positive links with the reception class teacher. Consequently, this has a positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and be acquainted with their new learning environment.

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

Children are familiar with the environment, settle quickly on arrival and are eager to learn. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Children interact very positively with their peers and are keen to share their ideas with their friends and staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting an 'All About Me' form is completed ensuring that children's individual needs are supported. Staff observe children, listen carefully to what they say and record information on a daily basis. Information is evaluated and used effectively to inform future planning. All children have a 'Record Of Achievement' folder which contain both photographic and written information of children's learning, achievements and records of children's own work. These folders are available for parents to see at any time. However, opportunities to enhance the two-way flow of information by fully engaging parents in contributing to their child's record of achievement are not fully maximised. As a result, this may impact on a child's ongoing learning.

Children make good progress towards the early learning goals as they access a wide range of first hand learning experiences. For example, they chuckle with delight as they look at photographs of themselves and others on the camera and begin to recall past experiences within the setting. Outside, children enjoy the challenge of the snow, they sit on play cars and confidently negotiate the slopes in the garden. They laugh enthusiastically with their friends as they go faster, guessing who will arrive at the end of the slope first. Children are developing a love for books as they freely access a wide range of interesting stories in the book corner and enjoy story time. There is enormous excitement as the children listen attentively to the story about 'Mrs Honey's Hat'. They actively engage in the telling of the storyline through the use of prompts. Children's personal, social and emotional development is successfully supported. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. They are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack-time and are encouraged to write their name on their own work. Children enjoy music and movement as they join in with a range of songs and action rhymes. Their creativity is fully supported

through good access to a range of role play equipment, construction toys and to a wide range of media, such as chalks, paint, sand, water and dough. Children chat happily together as they create beautiful designs on their Christmas cards. They skilfully use scissors and glue sticks and confidently stick ribbons, sequins, cotton wool and glitter to their cards. Children are eager to share their enjoyment and say 'this is for my mommy and nana' whilst another says 'mine is fantastic!' Their understanding of number, size and shape is developing well through everyday activities. They confidently count how many children are present, competently recognised shapes such as squares, triangles and circles and talk about the long and short ribbons. They enjoy exploring their natural environment as they hunt for mini beasts, engage in autumn walks and watch with delight as their runner beans, spinach and strawberries grow. Their physical development is supported very well. They learn to balance on stilts, confidently climb steps, skilfully throw and catch balls and enjoy the challenges of the 'Trim Trail' equipment in the school grounds. Children also benefit from planned visits into the local community where they have fun exploring their local environment. For example, they visit the local church where they enjoy a bell ringing demonstration and pick strawberries at a local farm.

Children behave very well and respond positively to the boundaries set such as helping to tidy up. Gentle reminders from staff help children develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other. Children demonstrate a growing awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and after using the toilet. They routinely use liquid soap and dry their hands with paper towels, remembering to put the used paper towel in the bin. They enjoy a range of healthy snacks each day, such as, banana, satsuma's, crackers and cheese spread, peppers, hot buttered toast and malt loaf. They also freely access drinking water throughout the session ensuring that they remain hydrated. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. For example, as they celebrate Diwali they make 'Diva Lamps'. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment and learn about road safety whilst out walking. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from the setting into school.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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