

Westbere Playgroup

Inspection report for early years provision

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Inspector

Karen Scott

Setting address

Westbere Parish Hall, Church Lane, Westbere, Canterbury,
Kent, CT2 0HA

Telephone number

07703 752378

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

Westbere Playgroup is managed by a committee of parents working in partnership with staff. It opened in 1975 and operates from the village hall in Westbere, near Canterbury. The group has access to the main hall, toilets, a kitchen and an outside area. It is open each weekday from 9.15am to 12.15pm, term-time only. The playgroup serves the local area and surrounding towns. The playgroup is registered on the Early Years Register. A maximum of 25 children may attend the playgroup at any one time. There are currently 12 children aged from two to under five years on roll, some in part-time places. It is also registered on the voluntary and compulsory parts of the Childcare Register. The group currently provides support for children with special needs.

There are two members of staff, both of whom hold appropriate early years qualifications to National Vocational Level 3. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Westbere Playgroup has a strong desire to improve outcomes for the children that attend. There have been vast improvements to the setting since the last inspection and all connected to the group are keen for this to be a continuous pattern that will enhance the experiences for all. Children are making good progress as staff take time to know them and their needs, ensuring that they work closely with parents, carers and other professionals connected to the children. Children are developing strong skills in a caring environment where they are offered a wide range of experiences.

What steps need to be taken to improve provision further?

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

- continue to reflect on practice, identifying strengths and priorities for development that will improve the quality of provision for all children, to include the views and opinions of parents, carers and children
- add to the resources and activities that promote children's knowledge and understanding of the diversity within society.

The effectiveness of leadership and management of the early years provision

Westbere Playgroup is an ever evolving setting where staff and committee members promote an ethos of continuous development that will improve outcomes for children. The group works closely with the local authority, assessing practice and where improvements can be made. Targets are realistic and assessed to monitor outcomes. Activities and the opportunities for learning are assessed, an area of practice that was identified for improvement at the last inspection, and as a consequence, children are experiencing a broad curriculum that is enhanced regularly. The committee enables parents and carers to voice their opinions and although they are able to offer their input daily there is not a formal process for gathering views and opinions of children and their families. Recommendations raised at the last inspection have been tackled, resulting in improved outcomes. The group is committed to being available for the local community and as such are liaising with other settings and promoting their service in order to become recognised and therefore, increase numbers which would enable more staff to work with the children, opening up more opportunities for them. Children benefit from positive interaction from staff who extend children's learning through skilled questioning, for example. The room is divided into different areas of learning and children make choices about what they play with as toys and resources are easily accessible. They are in good condition and provide a wide range of learning experiences.

The playgroup has clear policies, strategies and procedures to ensure the safeguarding and welfare of children. Risk assessments are thorough and action taken immediately to minimise risks to children who are given reminders about how to stay safe such as ensuring that toys are not causing a tripping hazard. Evacuation of the building is practised regularly on a variety of days and times to ensure that all are prepared should there be an emergency. The nominated person for safeguarding children has experience and an understanding of the importance of her role, liaising with parents and other professionals when appropriate. Effective steps are taken to promote children's good health and children learn from adults the importance of good hygiene practices.

Currently there are no children attending who participate in celebrations from other cultures although the group would encourage families to share their celebrations with everyone if this was the case. Children play with some resources reflecting diversity such as dressing up clothes and books and see some posters reflecting positive images but opportunities to expand on their understanding of the differences within society are not fully explored. The group promotes a caring environment where children have regard for each other's needs. They work very closely with parents and other professionals to ensure that the learning environment is available to all and that children's individual needs are met. When children attend other settings delivering the Early Years Foundation Stage information is exchanged to ensure that the groups work together to meet the children's needs and to learn about the experiences children participate in elsewhere. Consequently, children benefit from a joined up approach to their care and staff find this an invaluable way to help children's learning journey. Parents

and carers are welcomed warmly into the setting at the beginning and end of each session. During this time they engage in conversations with staff about their children, asking questions and being given information. There are also opportunities for children to show their parents what they have been doing and for parents to form relationships with other carers. Parents and carers are well informed. They receive regular newsletters and a notice board has helpful information on. Children's Learning Journeys are sent home regularly and parents and carers encouraged to add their input to them, which they do, promoting partnership working. Parents and carers appreciate the learning journeys which show the progression their children are making with many photographs of them playing. Parents and carers are welcome to participate in playgroup life by staying during sessions if they are able to. Overall parents and carers are extremely impressed with the care that their children receive and the positive changes that have happened, feeling that their children are attending an ever evolving setting.

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

Children show strong signs of feeling safe and secure in the setting. For example, they are aware of the inspector's presence and are reassured by staff who explain her reasons for being there, showing an awareness of someone different being in their setting. They approach staff for support and guidance, naturally gravitating towards them to share their play and experiences with them. Children trust staff to respect them and listen to their concerns, knowing that responses to their concerns are positive. Children understand about keeping themselves safe. Although there is a gate at the kitchen entrance they know that they do not go in there and in the playground they discuss playing on the slide safely, showing an awareness of others as they pedal around. Children participate in physical exercise indoors and outside, which is limited to set times presently, and show an understanding of the effect exercise has on their bodies. They help themselves to drinks of water explaining that they do so when they are thirsty. Children enjoy a range of healthy snacks which they are encouraged to bring in from home and share with others to promote understanding of healthy eating. Independence is promoted at snack time as children pour their own drinks and prepare fruit. Children take themselves to the bathroom and know that they wash their hands before eating and after messy play, for example. They routinely wipe their feet after playing outside, helping to maintain a clean and healthy environment.

Children receive much praise which they respond positively to. They have formed strong relationships with the adults and each other. They invite other children to join their games and enjoy participating in group play, such as pretending to have a picnic, where they all take on roles and take turns. Children show kindness and compassion towards others and are beginning to understand sharing. Overall children are keen and enthusiastic to learn, responding positively to the expectations of those who work with them.

Children benefit from playing at a range of adult and child-led activities. They are inquisitive and independent learners who make choices about what they play with.

They are skilled communicators, chatting constantly, discussing their needs and talking through what they are doing. The book area is welcoming and children enjoy group and one to one stories which are supported by a range of props. Books are introduced into other areas of play such as the home corner where there are magazines and books with pictures of food in. Consequently, children are learning to value books. Children self register and there are opportunities for them to develop their pre-writing and writing skills through play. In the mathematical area children help themselves to resources that support their development in this area and number recognition is promoted throughout the session. Children are trusted to use tools and scissors to develop their fine motor skills. Artwork is individual to the child creating it and shared with parents and carers. Children enjoy playing in water and are fascinated when their hands look blue under it. In the role play area children use real resources, such as empty food cartons and tea towels, to mirror real life experiences. When making play dough children explore a range of textures. There are many opportunities for children to explore technology. They play with torches, looking at the patterns they make on objects as they shine, take photographs and use the computer with confidence. When outside children explore the natural environment, taking an interest in the wildlife. Children are developing strong skills for the future. Regular written and photographic observations of children help staff to think about where they need further support and the developmental progress children are making. Planning is centred around individual children's needs and their learning journeys show the excellent progress children are making at activities that promote development through all areas of learning.

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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