

Landywood Playgroup

Inspection report for early years provision

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Inspector Elaine Poulton

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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*.

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

Landywood Playgroup is run by Landywood Playgroup Committee. It opened in 1973. The group operates from a community centre in Great Wyrley, Walsall. All children share access to a secure enclosed outdoor play area.

Children are able to attend for a variety of sessions. A maximum of 30 children may attend the group at any one time. There are currently 41 children on roll who are within the Early Years Foundation Stage age range. The provision is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup is open Monday to Thursday from 9am until 12.00 mid-day during term time only.

The provision employs six members of staff to work directly with children. Of these, five hold appropriate early years qualifications to Level 3. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as staff have a secure understanding of the Early Years Foundation Stage requirements. Children's care, good health and welfare needs are met through a generally good range of policies, procedures and permissions that are shared with parents. Good relationships exist with parents and are fostered with others who deliver the foundation stage. Systems to evaluate and improve practice are developing well and result in a continually improving setting.

What steps need to be taken to improve provision further?

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

- review adult led activities to ensure that the particular aspect of learning identified is delivered to support children's development towards the early learning goals
- make records easily accessible so that parents can contribute effectively to the observation and assessment process.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well maintained in the setting as there are good recruitment, vetting and induction procedures in place. Staff have appropriate clearances to ensure that are suitable to be working with children. Most staff hold early years qualifications to Level 3. Staff understand their role and responsibility to safeguard children's welfare and capably describe procedures for working with

relevant agencies to protect children from harm or neglect. Most policies, procedures and permissions are effectively implemented to ensure the smooth day-to-day running of the provision. Risk assessments are undertaken regularly to minimise potential hazards. This ensures children remain safe and secure in the setting.

The play group does not have sole use of the building during operational hours. However, the designated play areas are well maintained and attractively presented to help children to settle in quickly and to feel relaxed. The organisation of space and grouping of children means there is good opportunity for them to self-select toys and games, to choose activities and to be active in their learning environment.

Relationships with parents are good and information is shared with children's key workers. A 'My story' profile is completed for all new starters and includes helpful details such as children's daily routines, likes and dislikes and individual interests. This helps staff to care for children according to their individual needs and parents' wishes and to plan each child's learning journey. However, individual observation and assessment profiles are not always made easily accessible to parents to support their child's learning and development. Parents' views are valued and sought in the form of questionnaires and their comments are acted upon accordingly. Parents comment 'I think it is good here and the staff are very friendly' and 'My eldest child came here and now my youngest one is here and he is happy'. Good relationships are fostered with other professionals and playgroup staff and nursery school staff exchange visits. This in turn helps children make a smooth transition to education whilst promoting continuity of care and learning.

The self-evaluation system is developing well and highlights some strengths and areas for improvement. The management team schedules regular staff and committee meetings to discuss practice issues. There are good opportunities for staff development and training. For example, staff are encouraged to attend child protection training and health and safety awareness. Two members of staff are currently undertaking early years degree studies. The outdoor area has been developed successfully. This means children now enjoy and benefit from daily 'free-flow' access to fresh air and physical activity in all weather conditions.

The three recommendations from the last inspection have been addressed. Additional information technology resources have been obtained to offer children wider learning opportunities and to extend their enjoyment further. Photographs are made easily available on notice boards and on a laptop by the main entrance for parents to access. This is a way of sharing information as to what activities their children have been involved in during the session. Also risk assessments have been updated to improve on safety issues. This shows the groups ongoing commitment to continual improvement.

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

Children are making good progress in their learning and development as they have ample opportunities to enjoy a varied range of activities in the environment. Staff

observe and assess children during play activities and make a record of their achievements in individual profiles. They use this information appropriately to plan next steps in individual learning. However, plans do not always link fully to a particular area of learning to ensure children's progress toward the early learning goals is well supported.

New starters are helped to settle in by staff and parents are welcome to stay for as long as they wish. This helps their children to feel safe and secure. Older children are actively involved in their play and understand that they can freely access all toys and games in the main playroom indoors or take part in a range of activities outdoors. All children are included and have the opportunity to join in with planned activities, such as cutting and gluing or making bird feeders. They begin to learn to include themselves in group activities and to share and take turns on equipment such as the outdoor slide. Routines such as snack time are used effectively to support children's developing personal and social skills. For example, by taking responsibility for a special task, such as being the 'fruit monitor'.

Children's language skills are developing well as staff encourage them to sing nursery rhymes, engage them in conversation during circle time and take time to listen and respond to their requests during play and craft activities. Children use a variety of tools, such as knives to spread bread and butter at snack time and paint brushes and chinks during craft activities. They begin to explore computers and information technology and practice manoeuvring and manipulating a mouse attachment. This helps them to develop their skills for the future.

Younger children enjoy exploring small world resources such as trains and farm animals and happily collect armfuls of building blocks and transport them from one place to another. During sand and water play they are introduced to different concepts such as comparing the size of different containers, recognising shapes and discovering more about things that float and sink. They are eager to be part of a measuring experiment to find out which is the longest and shortest paper ribbon and happily talk about their play.

Children develop a sense of belonging as they look at photographs of themselves and their artwork together with their parents. They behave well and are beginning to understand the need to share and take turns because they are appropriately supported by staff. Older children respond well to gentle reminders to slide down the slide and not to climb up it. A range of visitors to the setting, such as police officers and health professional are welcomed to the playgroup and introduced to the children. Children learn more about other people's similarities and differences through celebrating cultural festivals and events. The setting is located next to a shopping precinct and train station so children are eager to watch and talk about the trains and shoppers as they pass by. This helps children develop awareness of their own community and wider world around them.

Good methods are used to encourage children to adopt healthy lifestyles. The younger children are supported to follow good hygiene routines during toileting training and nappy change and older ones are helped with hand washing after visiting the bathroom and before snack time. The play group promotes healthy eating and ensures water is available during the session.

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

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