

# Robin Hood Playgroup

Inspection report for early years provision

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**Inspection date** 28/01/2011  
**Inspector** Bernadina Lavery

**Setting address** St. Margarets C of E School, High Street, Stoke Golding,  
Nuneaton, Warwickshire, CV13 6HE

**Telephone number** 01455 213990

**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

Robin Hood Pre-School group registered in 1998. It operates from converted accommodation owned by the Diocese of Leicester, within the grounds of St. Margaret's Church of England Primary School in the village of Stoke-Golding, near Hinckley in Leicestershire. The premises are easily accessible at ground level. All children share access to a secure, enclosed outdoor play area. The group serves families from the local and surrounding areas. The group is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The group is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two to under five years may attend at any one time. The group is open each weekday from 8.30am until 11.30am for 39 weeks of the year. There are currently 39 children on roll, all of whom are within the early years age group. The group is in receipt of funding for early years education places.

There are four practitioners who work with the children, all of whom hold appropriate early years qualifications. Two practitioners have National Vocational Qualification at level 3 in childcare, one practitioner holds a National Nursery Education Board certificate and one practitioner has just completed an Early Years Professional Status qualification. 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 enjoy their time at this welcoming and friendly group. They make good progress in their learning and development and are supported by experienced, enthusiastic and well-qualified practitioners. Inclusion is given good consideration and practitioners recognise and value the uniqueness of each child. Children have good opportunities to play outdoors on a daily basis and indoors they play with a varied assortment of quality resources. Good, meaningful relationships with parents and carers ensure children's needs are met. Planning, assessment and evaluation procedures are generally well-documented and demonstrate a commitment to future improvement.

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

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

- develop further the quality improvement processes to monitor and evaluate the group's strengths and priorities for development that will improve the quality of the provision for all children

- consider ways to further involve parents and carers in their child's ongoing learning, with particular reference to the observation and assessment process.

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

Safeguarding is given good attention because practitioners have a secure understanding of the procedures to follow should they have any concerns about a child in their care. Robust recruitment and vetting procedures are in place and a detailed induction pack is available for new practitioners and students. Practitioners are highly committed to promoting children's safety because risk assessments are clear and give good consideration to potential hazards and any control measures are implemented accordingly. Practitioners are vigilant about arrival and collection procedures. All visitors are required to produce identification before entering the building and sign a visitor's book. Practitioners are committed to their own professional development, as ongoing training opportunities are encouraged to ensure they keep up-to-date with new changes, legislation and initiatives. Good partnerships with the host school ensure information about children's transition, progress and individual needs are shared. The group also makes links with other local schools to ensure all children are supported in moving on. Parents and carers speak highly of the group and say they are happy with the information exchange systems and the quality of children's learning and enjoyment.

Inclusion is given good attention as practitioners know children well and plan for their individual needs accordingly. For example, a pictorial timetable helps children understand the running sequence of a group activity and children who lack confidence in speaking at group time are very well supported. Practitioners help children develop an understanding of differences within society through a range of outings, activities and resources reflecting positive images of culture, gender and disability. The play environment is well-organised and welcoming to ensure children have a fun, enjoyable learning experience. A free-flow system ensures children can enjoy outdoor play. High quality, sustainable resources and equipment are available throughout, resulting in a very welcoming environment. Practitioners are dedicated, patient and have good relationships with children. The management team are focused and have high expectations. The recommendations from the previous inspection have been implemented effectively, improving outcomes for children and demonstrating a commitment to ongoing improvement. Other quality improvement processes currently include informal evaluation systems, although these are being refined and developed as they do not fully identify priorities or involve partnerships within the wider community.

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

Children make good progress in their learning and development because practitioners have a secure knowledge of the Early Years Foundation Stage Framework. Innovative teaching ensures all children are motivated to learn.

Children are provided with a good balance of adult-led and child-initiated activities. Planning is based on children's interests and play preferences, with evaluations of activity observations also considered. Group sessions are very well planned, focussed and successful in ensuring all children can enjoy and achieve. For example, children use batons, streamers and dressing-up clothes to enhance a listening session, interpreting the music through dance and movement. Parents and carers receive detailed feedback about their child's achievements, well-being and care routines. A key worker system ensures children's individual profiles are completed. However, systems for recording children's starting points are inconsistent, which limits the evaluation process for some children. There is also further scope to improve systems for parents and carers to be involved in the observation and assessment process.

Children enjoy talking about their families and special events in their lives. They are beginning to gain an understanding about a wider society through planned activities and experiences they participate in, such as visiting the local church as part of a 'Snowman Festival'. Children's behaviour is good and they are beginning to show an awareness of responsibility within the group, as they help to tidy toys away very efficiently. Children arrive confidently and demonstrate name recognition skills as they find their cards as part of the self-registration system. Friendship groups are emerging and children show good levels of independence, curiosity, imagination and concentration in their chosen activities. Handwriting skills are encouraged as children competently use one-handed tools, such as whisks to create bubbles while playing in the water. Children show an emerging understanding of shape and capacity as they fill and empty containers with water and use funnels to slow down the flow. Children are encouraged to recall items they bring in from home for a 'show and tell' session and describe why these items are special to them. Physical skills are encouraged as children can roll and manipulate dough and use equipment safely, such as knives for buttering their toast at snack time. Children's creative skills are apparent as they enjoy playing in a red bus made from cardboard and vividly use their imaginations to describe their journeys, pretending to drive to a chocolate factory. Good computer skills are evident as children navigate through different levels of a programme, talking about the familiar characters and understanding how to make them move. Overall, children develop good skills to support their future learning as they are confident in using information and communication technology and demonstrate good literacy and numeracy skills.

Children's efforts are fully appreciated and their beautiful art work is displayed within the playroom including delightful pictures of a 'stick man'. Children are kind to each other, share and take turns, demonstrating trust and respect for each other and practitioners. New children are comforted by sensitive, caring practitioners and are helped to settle-in quickly, showing meaningful relationships are forming. Children are developing a sense of personal safety as they are encouraged to monitor their speed and movements while playing outside to avoid collisions. Documentation to support any medical and dietary needs is in place and practitioners are qualified in administering first aid. Healthy eating is encouraged as children have milk, water and toast at snack time, and children use snack times as an opportunity to practise their pouring skills. Children talk about the need to wash their hands prior to eating, demonstrating good hygiene habits are being

established. Good emphasis is placed on play and learning in the outdoor area to ensure children can enjoy different weathers, fresh air and exercise.

## 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	2
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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## **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