

Cogges Under 5's Association

Inspection report for early years provision

Unique reference number	134463
Inspection date	17/02/2011
Inspector	Gill Little
Setting address	Cogges Playgroup, Cogges Church Centre, Church Lane, Oxfordshire, OX28 3LA
Telephone number	01993 774594
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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*.

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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

Cogges Under Fives Association opened in 1983 and is run by a parent management committee. It operates from three rooms within Cogges Church Centre in Witney. There is a secure enclosed outdoor play area.

The pre-school is registered to care for a maximum of 33 children under eight at any one time, all of whom may be in the early years age range. It currently cares for 52 children in the early years age range. It is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years. There are currently no children on roll in this age range. Children come from the local area in and around Witney.

The pre-school supports children with special educational needs and/or disabilities and is in receipt of funding for the provision of free early education for children aged three and four.

The pre-school offers sessions during school term times on Mondays, Wednesdays and Thursdays from 9am until 12 noon and from 12 noon until 3pm. A morning session is available on Tuesdays from 9am until 12 noon.

The pre-school works in partnership with local schools, nurseries, other pre-schools and childminders. It employs 10 staff of whom six hold relevant qualifications; two staff are working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals in this safe, friendly and very well organised pre-school. Staff know children well and effectively plan activities to suit their individual needs. They are on hand at all times to support children's learning and they make some use of sustained shared thinking. Effective partnerships with parents, outside agencies and other early years settings ensure good continuity in children's care and learning. Self-evaluation processes reflect rigorous monitoring, and actions are carefully targeted to ensure continuous improvement. The staff team, under the leadership of the new manager, has made significant improvements since the last inspection.

What steps need to be taken to improve provision further?

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

- extend the use of sustained shared thinking, such as asking open questions and clarifying ideas, to further support and challenge children's learning.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding children procedures, such as possible signs of abuse and how to respond to concerns. All staff have undertaken safeguarding training and they all hold appropriate background checks. Rigorous recruitment and induction procedures are in place, and there is a good level of qualified staff within the team. Effective procedures are in place to ensure children's safety, such as door alarms and high levels of supervision. Comprehensive policies work well in practice and contribute to the safe and efficient management of the pre-school.

The deployment of resources is outstanding. Staff present the environment beautifully with a wide range of very easily accessible resources and activities both indoors and outside. The premises can be divided into three sections with partition doors and staff make excellent use of this flexibility. For example, they provide long periods of uninterrupted free choice play, together with quiet areas for snack times, small group times and one-to-one support. High staff ratios provide good levels of supervision and further opportunities to work flexibly. Staff use excellent organisational skills to ensure that sessions run smoothly and this has a positive impact on children.

Staff actively promote equality and diversity. They monitor all children closely and respond to their individual needs effectively. They provide good support for children with special educational needs and/or disabilities. For example, key persons observe support sessions for individual children with professionals from outside agencies so that they can build on the strategies and activities used.

Good partnerships are in place with parents and other settings which children attend. Daily communication books enable staff, parents, carers and other early years settings to effectively share information about children's interests and experiences. The pre-school operates an 'open door' policy for parents ensuring that key persons are available to discuss individual children at any time; together with annual parent evenings this ensures that they are well informed about their children's progress. Parents state that their children enjoy coming to the pre-school, receive good support from staff and are making good progress.

The manager is effective in embedding ambition within the staff team and securing improvements in key areas. Since the last inspection, staff have made many changes including increasing the range and accessibility of resources, and improving the process for observation, assessment and planning. Rigorous self-evaluation processes take into account the views of staff, parents and children and identify further areas for potential improvement which are likely to enhance already effective practice.

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

Most children enter the pre-school happily and quickly begin to explore the wide range of activities on offer. Children who need extra reassurance receive good support from their key persons and settle once parents have left. Staff unobtrusively bring into the main room a wheeled coat and shoe rack storing children's belongings; children are then able to help themselves to their coats and wellington boots and are able to freely access the outdoor play space for most of the session. Children play well together and generally show good levels of behaviour.

Children benefit from long periods of uninterrupted free choice play which is well supported by staff. They have great fun building towers with foam bricks, guessing how high they can go before the tower falls over. They explore modelling dough with a variety of accessories, sharing resources well and learning how to use the various tools. They engage in long periods of make-believe activities, such as dressing up, exploring a cafe and making kennels for their pretend dogs out of chairs. They have easy access to a wide variety of resources, some of which are stored in low-level 'choosing trays' and they use these confidently and safely to extend their play activities. Staff are on hand to support them at all times, talking to them about what they are doing and using some open questions to extend their learning.

Outdoors a group of boys, including children with special educational needs and/or disabilities, become engrossed 'painting' cars with brushes and water. They return frequently to the nearby water tray and then make the connection that if they take a jug of water over to the cars it makes the job easier. They work cooperatively and share resources readily. Staff further extend their play by providing tea towels to polish their cars when they have finished. Another boy is fascinated mixing sand and water in various containers. Staff are aware of his interest in this particular activity and provide him with the time and resources to pursue his play fully. Other children use chalks on the paving slabs and staff play alongside them, writing different names, and talking to them about the sounds and letters.

There is a good balance between child led activities and short sessions of well-planned adult led activities. For example, at the end of the session children get together in key person groups. This gives them the opportunity to engage in more focused activities, such as describing pebbles, shells and pasta in a feely bag, placing numbers in order, singing songs and exploring the uses of different brushes, such as a hair brush or wallpaper brush. Small group activities, such as cooking jam tarts for Valentines Day, provide opportunities for children to learn about measurements, ingredients and safety procedures in the kitchen. Some open questions, such as 'what does it feel like?' give children opportunities to contribute their own ideas and vocabulary.

Children have good opportunities to learn about a safe and healthy lifestyle. They learn about good hygiene procedures, such as washing hands, under the careful guidance of staff. They enjoy snack times in key person groups in a quiet area of

the pre-school which provides the opportunity for relaxed and sociable conversations. Staff encourage parents to provide healthy snacks and they talk to children about the importance of these. Regular fire practices, road safety schemes and visits from the local police all help to support children's understanding of how to stay safe.

Staff monitor children's progress closely. They gather information about children's starting points and family values regarding different aspects of their development, such as behaviour and religion. They record their observations of children's progress in development profiles or daily communication books where appropriate, supporting these with photographs and examples of children's work. With this information key persons devise individual learning plans for each child and take these to weekly planning meetings to ensure activities are suitable for all children.

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	1
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