

# Westfield Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	109538
<b>Inspection date</b>	17/02/2011
<b>Inspector</b>	Sue Taylor
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<b>Email</b>	
<b>Type of setting</b>	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

Westfield Playgroup is a committee run playgroup. It opened in 1968 and operates from two rooms in Westfield church hall, which is located next to the church. Children have access to an enclosed outdoor play area via some steps. The playgroup opens Monday to Friday from 9am to 12noon, during school term time only.

The playgroup is registered on the Early Years Register, to care for a maximum of 30 children at any one time. There are currently 45 children on roll, some in part time places.

The playgroup is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register for children in the later years age range. No children attend in this age group.

The playgroup currently supports children with special educational needs. There are seven members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The playgroup provides funded early education for two, three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed and valued as individuals in a safe and secure environment. They are making good progress in their learning, ably supported by the staff team. Overall, assessment processes and links with parents and others support children's care and learning well. The playgroup supervisor and staff have a good awareness of their strengths and are taking effective steps to improve outcomes. Plans for future development are realistic and further support children's progress in their learning.

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

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

- improve systems to monitor children's progress from their starting points, ensuring any achievement gaps and next steps are clearly identified and planned for
- strengthen ways to gain the views of parents and children, using these to make decisions about the setting and encourage greater involvement from parents in supporting their child's learning and contributing to the assessment process.

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

Adults are suitable to work with children and demonstrate a high commitment to promoting their safety. For example, the environment is safe and secure, with available risk assessments and daily checks carried out. Children develop an understanding of how to keep themselves safe, such as by practising regular fire drills. Arrangements for safeguarding children are effective and understood by all. All required documentation and records are in place. These are regularly reviewed and updated. Criminal bureau record checks for staff are in place and where these are being obtained for new staff, clear supervision is evident to help keep children safe.

The playgroup supervisor and staff are very keen to develop their practices. They are confident about what they need to do to improve further and have been successful in improvements to date. For example, the management of children's behaviour is much better and supports children's ability to concentrate on activities which are appropriate for their age and stage of development.

Practice is good as children's care and welfare needs are met well, with good support available for individual children, when necessary. There are some resources such as books and puzzles and planned activities that help children gain an awareness of diversity and differences in the wider world. Measures are taken to monitor children's progress from their starting points and identify children's next steps in their learning, with planning for any achievement gaps. However, they are not effectively well established for all children.

A good range of resources and equipment are put out daily and support planned targets in children's learning and development. The children enjoy making decisions about their play and show sustained involvement and interest at activities, whether of their own choice or staff led. Children's interests are used well during the planning of activities, for example with superhero dressing up costumes or pictures to cut out for collages.

Partnerships with others are well established and make a strong contribution to individual children's achievement and well-being. For children who may also attend other Early Years Foundation Stage providers, the staff regularly liaise with these settings to promote continuity of learning and care. Positive links are in place with other professionals or agencies involved with individual children.

The playgroup has very positive relationships with parents and these help ensure that each child's care needs are met. Annual questionnaires help ensure parent views are respected and valued. In general the views of children and adults are taken account of, although they tend to be from verbal communications. Parents and carers are kept well informed about their children's achievements and well-being. However, the sharing of clear and informative detail about their child's next steps and ongoing progress towards the early learning goals is less effective.

Parents are able to contribute to their child learning records. However as written observations are not regularly noting links to the Early Years Foundation Stage framework it is more difficult for parents to recognise the connections.

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

Children make good progress towards the early learning goals. They gain good independence skills as they make choices and decisions about their play. For example, during most of the session they choose when to have their snack or go outside to play. Children have very good relationships with the staff and play well with others or equally on their own. The majority are motivated to be involved and show great interest in adult planned activities. They demonstrate sustained involvement as they play, for example children complete puzzles or spend time threading beads on a long string.

The book area with child-sized seating and attractively displayed books invites children to look at the books, whether by themselves, with adults or friends. A good range of mark making resources is easily accessible to children, who confidently use them in other areas of the room such as during role play. Children enjoy spending time at craft activities as the materials encourage their creative and physical development, for example, using scissors and glue sticks to create collage pictures. Children's work is valued by the staff and displays clearly show children's free art work. Making pizzas is a popular activity, with children excitedly rolling out pastry and creating their own design with healthy foods. Due to the attention of the staff, children are able to take their own cooked pizza home. Overall, all children settle quickly and develop a sense of belonging to the playgroup. They know what is expected of them and can demonstrate a clear understanding of how to stay safe, independently of adult prompts. For example, children use scissors competently, access the toilets when they need to or go carefully up and down the steps to the garden area. Good quality relationships exist with each other and the staff, helping children become secure and confident. They behave well and concentrate at activities without distraction. As a result they are beginning to show a good awareness of responsibility within the playgroup. Children gain an understanding of good personal hygiene and the importance of healthy eating. Most children wash their hands without prompting, after using the toilet, before snack time or cooking activities. They engage in a range of physical activities, both indoors and out, helping them maintain a healthy lifestyle. Healthy options are available for children to choose from at snack time, such as apple, cheese and grapes. They get to taste the foods they grow outside, helping them learn to care for plants and know where food comes from. Drinking water is easily accessed by all children throughout the session.

Children's progress supports them in gaining the skills they need for the future. The use of resources such as play telephones in role play, the computer and a remote robot help children develop an awareness of information and communication technology. They play and work alongside their friends, successfully understanding the need to co-operate and take turns. In general, all children are becoming active and enthusiastic learners.

## 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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