

Wildwood Playgroup

Inspection report for early years provision

Unique reference number	218282
Inspection date	09/02/2011
Inspector	Shirley Wilkes
Setting address	Wildwood Community Centre, Wildwood, Stafford, Staffordshire, ST17 4RA
Telephone number	07763331324
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

Wildwood Playgroup has been registered since 1970. It operates from Wildwood Community Centre, in Staffordshire. The setting is run by a committee. The playgroup has use of two halls, a kitchen and toilets. There is access to a fully enclosed outdoor play area.

The setting is registered for a maximum of 40 children. There are currently 65 children from two to four years on roll. Children attend for a variety of sessions. The playgroup has systems in place to support children with learning difficulties and/or disabilities and those children for whom English is an additional language.

Morning sessions are Monday to Friday from 9am to 11:45am for children aged between three and five years. Afternoon sessions are Tuesday to Friday from 1pm to 3.30pm for children aged between two and three years of age. The playgroup is operational term time only.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs seven staff to work directly with the children. Six staff including the manager has appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident, enjoy their time at the playgroup and make good progress towards the early learning goals. Staff gather useful information on children's individual needs, this promotes inclusion and supports their learning and development. Positive relationships have been developed with parents and other settings. The provision is committed to continually improving their practice through ongoing self evaluation and training. A good range of policies and procedures are fully understood and implemented by the staff team.

What steps need to be taken to improve provision further?

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

- exploit the outdoor area and utilise resources to promote children's learning to its full potential.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. A robust recruitment and vetting procedure ensures that staff are suitable to be working with children and

hold appropriate qualifications. Comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running. Risk assessments identify potential hazards and show how risks are minimised. Designated staff understand their responsibilities to safeguard children, capably describing procedures for working with relevant agencies to protect children from harm or neglect. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork to ensure the children's safety. For example, accident and medication records which parents sign to acknowledge any entries, so they are well informed. Consent to seek emergency medical treatment has been obtained.

The setting strives to make the environment child friendly with displays of children's work and age-appropriate resources, set out around the room, which helps the children to settle happily. Staff are well deployed to support children in their play. Children are able to freely access the enclosed outdoor play area throughout most of the session. Staff have a good understanding of children's individual needs and recognise and value children's differences. All children are able to access a good selection of resources to learn about the wider world and other cultures, through their play, and take part in celebrating various festivals.

Ratios of staff to children are exceeded, as a result, children receive high-quality interaction. Staff have developed a secure knowledge of the children, enabling them to assess and plan for future learning. Parents receive a good level of information about the setting. Staff make time for parents each day, to keep them informed about their child's time at the setting. They contribute to documentation which includes relevant information to enable staff to care for children, according to individual needs and in line with parents wishes.

The staff recognise the importance of working with other professionals. They have developed links with the school nursery that children attend. As a result, there is continuity of care and learning. Good links have been developed with the local Children's Centre, with the playgroup joining in with their special days. For example, the visit from a helicopter.

The management team and staff have begun to evaluate the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. The staff have a good understanding of their strengths and areas for improvement. For example, all previous recommendations have been appropriately addressed.

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

Good relationships are evident between the staff and children. Children arrive happy and quickly settle to their chosen activities. Children develop a sense of belonging as they see displays of their artwork and when chosen to be helper. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of

learning. Staff gather information of children's starting points and plan activities which take account of children's interests and their individual learning needs. This method is effective and as a result, children make good progress.

Children learn through play in a warm, well resourced environment. Children are able to freely access a variety of good quality resources which stimulate children's interest to explore and extend their ideas and learning. Children sit comfortably with staff in the book area looking at favourite books. Children begin to understand the need to share and take turns appropriately, supported by staff. A range of visitors, such as, police officers come into the setting to support topics on safety. Staff promote a positive awareness of diversity through discussion, positive images and the celebration of various festivals. Children take part in fund raising activities, all of which helps in their understanding of the wider world.

Children are helped to recognise their own names and the names of their friends from the display of names on the wall and when finding their place at snack time using their name cards. Children develop hand-control needed for later writing as they freely access a variety of mark-making materials. All children undertake messy play activities, such as, painting and sticking, which stimulates their creative development. Numbers are used throughout the session, counting children at circle time and using numbers on the weather board when recording the date. Children's language skills are developing as staff engage in play with the children and take time to listen to them. Children develop knowledge and understanding of the world as they follow various themes throughout the year. For example, all about me, people who help us and visits from the pets as therapy dog.

Effective procedures are followed by staff to ensure the good health of children. For example, children follow effective hygiene procedures, washing their hands after using the toilet and before snacks they cleanse their hands with wet wipes. The playgroup promotes healthy eating and healthy snacks are provided. Drinking water is freely available. Children also enjoy and undertake activities looking at healthy eating. Posters and children's artwork on healthy eating are displayed, which children refer too. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area. Children are able to use a range of equipment that encourages the development of physical skills, as well as other areas of learning. They develop a range of physical skills when taking part in the multi skills activities session, such as, balancing on shapes to avoid the crocodile. Children benefit from fresh air and exercise through energetic play outdoors, using the climbing frame and slide and a variety of sit and rides.

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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