

# West Looe Playgroup

Inspection report for early years provision

---

**Unique reference number** 102890  
**Inspection date** 23/03/2011  
**Inspector** Jayne Pascoe

**Setting address** The Old School Canteen, Downs Road, Looe, Cornwall,  
PL13 2AR  
**Telephone number** 01503 265623  
**Email** tachalane@hotmail.com  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

West Looe Playgroup opened in 1971. It is located in the old school canteen in West Looe, Cornwall. The group have sole use of the premises. The accommodation consists of two rooms, with toilet and kitchen facilities. There is a steep flight of steps leading up to the premises, but all other facilities are fully accessible. There are two enclosed and secure outdoor play areas. The playgroup is open from 9:00am to 12:00pm on Monday to Friday and from 12.30pm to 3.30pm on Tuesday and Wednesday afternoons, during school term time. Children attend for a variety of sessions.

The playgroup is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the provision at any one time. There are currently 50 children in the early years age group on roll, some are in part-time places. Of these, 31 receive funding for nursery education. Some children also attend other early years settings. The nursery supports children with special educational needs.

There are seven members of staff employed to work with the children. Of these, all hold relevant early years qualifications to a NVQ level 2 through to a level 4. There is one member of staff who is currently working towards a further qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage. They are highly competent and confident in their roles and responsibilities and have implemented extremely effective procedures to ensure that children's unique needs are identified, respected and met. Exceptionally good levels of information are shared regularly with parents. Positive partnerships have also been established with other early years agencies. As a result of the proactive attitude shown by staff and their use of highly effective systems for self-evaluation, the setting successfully identifies appropriate areas to maintain continual improvement in the early years practice.

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

To further improve the high quality early years provision the registered person should consider:

- implementing planned improvements to the garden area and children's cloakroom, as identified in the self-evaluation, in order to further enhance the indoor and outdoor learning environment.

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

The pre-school staff team are highly skilled, efficient and capable. All staff are suitably qualified and experienced. The setting is exceptionally well organised in order to make the best of the premises and provide a safe, secure and enabling indoor and outdoor environment. Children enjoy freedom to use all areas of the building independently and access the outdoors as and when they wish. The undercover outdoor area is exceptionally well resourced and used freely by children for a wide variety of enjoyable learning experiences. Children are appropriately supervised at all times. They are confident to initiate play and also enjoy participating in adult led activities based upon their unique preferences, interests and abilities, which are respected and carefully planned for by their designated key person. Staff have developed exceptionally effective assessment systems which are shared very regularly with parents, in order to celebrate children's achievements and to identify appropriate next steps for children's learning and development. These include useful written observations, photographs and examples of children's work. All staff take an active role in developing the planning of future activities, which provide excellent opportunities for children to make progress. Planning is almost entirely influenced by children's ideas and suggestions.

Robust procedures are in place to safeguard children. The setting use very effective written risk assessments to maintain children's safety indoors, outdoors and on outings. These are regularly reviewed and updated as required. Staff are extremely confident in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Unvetted persons are closely monitored at all times. Emergency evacuation procedures are routinely and regularly practised, in order to develop children's confidence and familiarity and to promote an awareness of maintaining their own safety. Children enjoy excellent opportunities to explore and value their own cultures, beliefs and abilities and those of others. As a result, they are developing a very good awareness, understanding and respect of people's differences. Extremely positive partnerships have been established with parents and other early years providers. Parents are keen to express the high levels of satisfaction at the high quality of early years provision offered at this setting. A very good range of written policies and procedures, contracts and consents are used to agree and maintain appropriate practice. Parent questionnaires have been used successfully to encourage feedback and identify areas for development. Regular newsletters, individual meetings, useful levels of information displayed on the notice board and daily discussion ensure that parents and children are fully included. Staff have developed very thorough systems for monitoring and evaluating their practice, in order to identify appropriate opportunities to drive further improvement.

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

Children are exceptionally happy, settled and content. They have formed very strong and trusting relationships with adults and other children. They follow the good examples set by staff and are extremely polite, kind and helpful. Children demonstrate very good social skills and are well mannered. They enthusiastically help to set out activities and tidy away at the end of the session. Children know the daily routine well and follow it confidently, as they are comfortable in the knowledge that it helps them to monitor the passing of time and that it gives them purpose to their day. They are familiar with the expectations of others and respect their wishes. As a result, all children are very socially skilled, are valuable members of the group and have a sound sense of belonging and self-worth. Home links are promoted very well through use of cuddly toys which are taken home for holidays. Staff also encourage children to bring items in from home, to be shared with others at whole group time. Children chatter happily with adults and other children throughout the session. They have use of their own library to select and exchange books each session. Children are keen to write their name, label their work and create wonderful patterns and pictures. They recognise their own name, as they have a designated coat peg and drawer in which to keep their work, which they access freely throughout the session and at home time. They communicate very effectively through facial expression, body language and vocabulary. Children select favourite books for personal enjoyment and to share with others. They also use books for reference, for example, when they are creating an under the sea collage outdoors. Children are creative and imaginative as they print metallic painted fish for their collage, produce individual pictures using roller paints and additional materials and cut out giants. They enjoy expressing themselves freely through sensory play, role play and music. Children's art work is attractively displayed for all to value and admire. They have free access to an excellent range of materials and tools and are encouraged to use their imagination to develop their own creations, which they proudly show to adults and other children.

Children enjoy opportunities to build and construct and are able to successfully cooperate and negotiate to achieve desired outcomes. They count confidently, recognise some numerals and the associated number of objects and older children are beginning to successfully add and subtract. They complete increasingly complex puzzles, weigh and measure and count and sort a variety of interesting objects in the well resourced numeracy area. Children explore the local community and enjoy visits to places of interest, such as the local lifeboat station. They are skilful in their use of programmable and interactive toys and computer equipment. There is evidence that they have recently celebrated Chinese New Year. Children are planning to celebrate Easter by preparing an event for a forthcoming church service. They engage in purposeful discussion about Christian beliefs during whole group time. Children are currently exploring growth and change and have collected caterpillars and tadpoles to observe and discuss. They are beginning to develop their understanding of sustainability, as they collect used packaging to make junk models, grow their own fruit and vegetables and compost waste foods. A wonderful, cosy, sensory area provides children with opportunities to relax and to explore and investigate indoors. Scented woodchips are available for free

exploration in a large tray outdoors. Children benefit from fresh air and physical exercise each day in the two outdoor play areas and can also enjoy climbing running, jumping and sliding indoors, as there is plenty of space and a very good range of challenging equipment. Children are beginning to recognise the importance of taking responsibility for maintaining their own health and safety. Overall, there is evidence that children are making excellent levels of progress during their time at the setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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