

Oakwood Community Playgroup

Inspection report for early years provision

Unique reference number	509561
Inspection date	16/02/2011
Inspector	Mandy Gannon
Setting address	St.John's Road, Hartley Wintney, Hampshire, RG27 8DW
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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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Description of the setting

Oakwood Community Playgroup opened in 1997. It is a committee run group which operates in a purpose built pre-school unit which was provided by Hampshire County Council in 2007. It is situated within the grounds of Oakwood Infant School in the village of Hartley Witney, Hampshire. The playgroup serves the local community and villages in the surrounding area. A well equipped secure outdoor area is provided, with use and access to the playground and fields of the adjacent school. The setting is registered on the Early Years Register only. The group is registered to care for a maximum of 26 children in the Early Years Register from two years old. There are currently 37 children from two years to five years on roll. This includes 31 children in receipt of government funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group opens five days a week during term times only. Sessions are from 9.05am to 12:05pm or 1.05pm and afternoon sessions are from 12.05pm to 3.05pm or all day sessions from 9.05am to 3.05pm. A flexible system is offered if required. Seven members of staff regularly work with the children and an administrator and cleaner are also employed. Five members of staff have Early Years qualifications to level 3. The manager is currently undertaking a Foundation degree in Early Years. The group is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well in this strong setting where they make at least good progress. Successful partnerships with parents and other providers ensure that the needs of the individual are met. Children benefit from a setting where inclusion is at its heart and staff value the uniqueness of every child. A highly skilled staff team work well together, consistently ensuring the best possible outcome for all children in their care. Although, all required documentation is not maintained.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record including the number and date of issue of the enhanced Criminal Records Bureau disclosure, in respect of all people who work directly with children or who are likely to have unsupervised access to them (Safeguarding and welfare) 02/03/2011
- maintain a daily record of the names of children looked after on the premises, their hours of attendance and who looked after them 02/03/2011

(Documentation)

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

- further improve the detail recorded in the accident record
- further develop the monitoring systems of observations and assessments made, to analyse and identify the progress children make in the setting

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the setting has sound safeguarding arrangements. Secure policies and procedures are in place and contact details of the local designated persons for safeguarding are in place. The setting works well with other agencies in order to support and meet the needs of children and their families. Policies and procedures are shared with parents and carers and are regularly reviewed and updated. An enthusiastic staff team regularly access training to update their skills and knowledge. All staff have completed the advanced child protection training and have an accurate understanding of procedures and actions to follow should they have concerns about the welfare and safety of a child in their care. Children are protected within the premises as a visitors record is maintained, staff are vigilant at times of arrival and departure and secure the gates before children go outside. Children have a clear understanding of evacuation procedures, which are logged and evaluated. Detailed risk assessments are completed both inside and outside of the playgroup and on outings which are completed by the trained Health and Safety officer. However, although the group has a record of attendance it does not include the times of arrival and departure and whilst the group demonstrate Criminal Records Bureau checks have been carried out, it does not maintain a record of the number of the disclosure of every member of staff.

Equality and diversity is promoted well within the setting. Children make good progress in the setting and a well organised staff team ensure that they work effectively together in order to meet the individual needs of each child. A strong key person system ensures that all staff have an accurate understanding of the individual needs of each child and any additional support is effectively identified and support systems put in place. Children learn about the society in which they live and the wider world as they walk to the local bakery, fire station, building site and eat Chinese food with chopsticks, see Chinese writing and make a dragon. Children benefit from a large play room which is bright, colourful, attractive and welcoming. A wide range of suitable resources and equipment are available to freely access from low-level shelving. Children achieve well in an environment which is conducive to learning and the provider shows a commitment to sustainability. For example, children use recycled materials for model making, they dig, and plant and harvest vegetables which they cook and eat from their allotment and have recently planted fruit trees.

Children and their families are included and valued in the setting where successful

partnerships are formed. All parents spoken to at the inspection were positive about the commitment of the staff in ensuring that the individual needs of their child are met. Parents contribute to their children's development through communication diaries, daily discussions and sharing their interests. Children benefit from a setting which successfully works with other settings and continues to build those links to ensure a collaborative approach in best meeting the needs of the child. The playgroup has successful evaluation systems in place and is able to identify its strengths and areas for further improvement, through the regular review of practice, policies and procedures together with others at staff and committee meetings.

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

Children benefit from a clean, well maintained environment where they have a good understanding of personal hygiene procedures as they are aware to wash their hands after toileting and prior to eating, using paper towels to minimise the spread of infection. A healthy diet is promoted through the provision of snacks, with packed lunches which children bring from home. All dietary requirements are met and children freely access water throughout the session in order to remain hydrated. Robust medication procedures are adhered to, accident and incident records are in place, although sufficient detail is not always recorded in the accident log. Children's understanding of being healthy is fulfilled as they spend a substantial amount of time outside. Children enthusiastically access the exceptional outside area which reflects all the areas of learning in an exciting and interesting environment. Children excitedly climb on logs and up trees, they build with crates and planks, they sit under a canopy and share books, they ride bikes and wheeled toys around the soft play surface and can follow road markings. Children show interest as they feed birds and using non-fiction books and resources identify birds that come to feed at their bird table, using a clipboard and paper to record their findings. Children show a strong interest in the world around them as they explore the 'bug hotel' they have built and investigate if any insects have taken residence. Children develop early scientific understanding as they use pipes and guttering to watch water flow, they dig and plant growing their own vegetables and fruit which they harvest and eat, and participate in regular cooking activities. Staff effectively communicate with children and this is successfully supported through the use of makaton and pictorial signs throughout the environment. Staff have a strong understanding of the Early Years Foundation Stage (EYFS) and make accurate, regular observations and assessments, although monitoring children's progress from their starting point is not always clear.

Children build positive relationships with the staff and their peers demonstrating they feel safe and secure as they cuddle into staff for reassurance when they have hurt themselves or need comforting. Children play independently and with others, they excitedly talk about future events as they discuss parties they are attending, ask others to come and play, and hold hands as they go outside. Children are well behaved and polite; they develop a sense of belonging as staff are aware of their interests and display their art. Children develop high levels of self-esteem as staff

support successfully offering praise and encouragement in a setting where they are valued.

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	3
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	3
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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