

Bridge Village Playgroup

Inspection report for early years provision

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Inspector Cilla Mullane

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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

Bridge Village Playgroup opened in 1982 and is registered on the Early Years Register. It operates from the village hall in Bridge, near Canterbury. The playgroup has access to the hall, toilets and a kitchen. They use a smaller room upstairs for one session a month. There is no outside play area, and the playgroup compensates for this by taking the children for regular walks in the local area. The group serves the local area and surrounding villages.

The playgroup is registered to care for 24 children in the early years age range, and there are currently 28 children on roll. Funding is received for three and four year olds.

Children attend a variety of sessions each week. The staff have experience of working with children who have special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup opens five days a week term time only. Sessions last from 9am to 12pm.

There are six staff and a volunteer working with the children, four of whom have early years qualifications. One member of staff is currently undertaking an early years qualification. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's progress from their individual starting points is good due to adults' ability to challenge and support each child. Children's welfare is protected due to good safeguarding procedures. Children are safe, secure, confident and independent, and benefit from being cared for by sensitive and nurturing staff. A good balance of adult led and child initiated activities indoors is complemented by exciting outings, to compensate for the lack of outdoor play space. Continuous improvement is maintained due to good use of self evaluation, and attendance of relevant training courses to improve staffs' skills. Systems to track each child's development and improve the teaching of phonics are evolving.

What steps need to be taken to improve provision further?

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

- develop the promotion of children's communication, language and literacy skills by using a phonic programme, such as Letters and Sounds
- extend the use of observations of children's achievements, interests and

learning styles in all areas of learning to track their progress, and show how well they are progressing from their individual starting points .

The effectiveness of leadership and management of the early years provision

The good organisation of the playgroup ensures that effective policies and procedures keep children safe. All staff and committee are suitably vetted, and staff fully understand their responsibilities towards child protection, gaining up to date knowledge from regular training. Risk assessments are very detailed, and show that staff have considered everything with which a child comes into contact. Parents give their permission in writing for medication to be given, and staff phone the parent when it is administered, which is good practice and keeps children safe.

The hall is set out daily and storage space for equipment is limited. Despite this, staff work hard to ensure the space is made as inviting as possible, with access to a range of toys and equipment offering play and learning opportunities across all areas of learning. Some resources are used less than others, for example, dressing up clothes are accessible, but there is not always a role play area, and maths resources are sometimes overlooked. Although the setting does not have access to a garden, all children are included in exciting outings into the local area and beyond, which increases their knowledge and understanding of their community and nature. Children needing additional support are fully integrated into the setting and good links with other agencies ensure they receive care appropriate to their individual needs. Children are provided with opportunity to learn about people who are different to themselves through activities they undertake. This provides them with good understanding of the society that they live in.

The playgroup uses self evaluation well to make improvements. For example, they now have a good system whereby they use observations to plan for individual children's progress. Well targeted training courses have increased staffs' knowledge of relevant subjects such as working with children with special educational needs and/or disabilities, and improved outcomes for children. Parents are meaningfully included in the self evaluation process, and any concerns or requests are acted upon.

Relationships with parents are strong and supportive. They especially value the friendliness of staff, and the nurturing, safe environment. They are given good information regarding children's activities via the notice board, and so are enabled to continue looking at topics at home. They are encouraged to read to their children at home, as they regularly borrow books. They receive regular positive reports about their children's progress, and add their comments. Therefore they are well included in their children's care and learning. Positive links with other settings attended by the children, such as nurseries, are in place and children's records are shared appropriately, which facilitates continuity and consistency for the children.

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

Children make good progress in all areas of learning, as staff are skilled at supporting and extending their play, adapting activities and questioning so that they challenge the older and more able children. For example, older children carefully write their names on their work, and cut out sheep and trees to make a map of their journey to playgroup. Positive and informative termly reports demonstrate children's general progress, but there is not yet a detailed record of progress for each area of learning for staff to use to more precisely monitor each child's progress.

Children's communication, language and literacy skills are good. They 'read' stories to one another in the comfortable and well resourced book area, and see that the written word has meaning as staff annotate their work. Staff have attended training to use a phonic system, but have not yet implemented this to maximise children's progress in this area. Children volunteer to set out the chairs for group time, count to eleven, and think about how many more they need to make twelve. Children use their imaginations well. On outings they have fun acting out stories they have been read.

There is a good balance of child initiated play, and adult lead activities. Children are inspired by an activity involving making a map of their journey to playgroup. They use their imaginations extremely well, passing pineapple trees on their route. They are thrilled when they lie down and staff draw around them, and they use a mirror to think about what colour they should use to paint themselves. This helps them to think and respect the differences between people.

All children enter the setting very happily, run to find their friends, and are quick to engage in an activity. Adults are careful to show that they value each child's efforts, for example, by encouraging them to show their paintings to the rest of the group. Frequent praise and appreciation from adults who listen to them makes children feel valued, and encourages them to take part confidently. Children are very keen to finish activities which they enjoy, stating 'I'm not done yet!' when asked if they want to leave a map making activity to hear a story. Children form strong friendships with one another, and positive relationships with staff. They find a friend and read a story to him, and show concern for children who are poorly. Children have wonderful senses of humour, laughing loudly as they recognise and move staffs' names around and sit on adult's chairs at group time, thinking this is a huge joke.

Children learn about their personal safety. Due to frequent outings, such as taking the bus into Canterbury children are learning how to keep themselves safe when out on the roads. Parents report that their children tell them to look left and right for cars. They show that they can carry scissors safely, gripping them in one hand. They also show a good level of independence regarding their personal care and hygiene, using the toilets independently. They benefit from plenty of physical activity in the fresh air whilst on outings. They ask for drinks when they are hot,

but are not able to access these independently.

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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