

The Village Playgroup

Inspection report for early years provision

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Inspection date	21/03/2011
Inspector	Melanie Calway

Setting address	The Community Village Centre, Church Street, Werrington, Peterborough, Cambs, PE4 6QE
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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*.

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

The Village Playgroup was established over 29 years ago. It operates from the hall in the village community centre in Werrington village on the outskirts of Peterborough, Cambridgeshire. Children have access to an enclosed outdoor play area and a large playing field. The setting is open each weekday during school term times from 9.15am to 12.15pm. A lunch club is offered from 12.15pm to 1pm each day.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 37 children from two to under five years on roll. The setting supports children with special educational needs and/or disabilities. The setting is also registered on the compulsory and voluntary parts of the Childcare Register for children aged over five years.

There are seven members of staff, six of whom hold appropriate early years qualifications. The playgroup receives support from the local authority and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met as staff make detailed observations of their play and learning and use these to plan opportunities to help them to progress. Children are busily occupied and engaged in a range of interesting activities. Particularly good use is made of the small outdoor area. The setting actively seeks parents' views, and information about their children's development is shared regularly. The whole staff team is involved in reflecting on the setting's practice to identify areas for further improvement.

What steps need to be taken to improve provision further?

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

- develop children's independent access to some resources and materials and review some routines to further promote children's independence.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse and neglect as there are good systems in place to ensure that all staff working with children are suitable and obtain the necessary clearances. The staff team is qualified and experienced, and regular training, appraisals and induction systems ensure that they receive ongoing support. There are procedures in place to ensure that unauthorised

persons do not access the playroom. Risk assessments have been carried out on all aspects of the premises and the outside area is checked daily before being used by children. Staff are efficiently deployed and supervise children well to ensure that they are safe. The fire evacuation procedure is clearly displayed and regular drills are carried out to ensure that all adults and children know how to evacuate the premises safely in the event of a fire or emergency.

Children enjoy a wide range of activities and resources. They enter the setting confidently and quickly become involved in the activities on offer. In the small outside area there are some exciting opportunities, including digging in the raised beds and sand pit, laying miniature bricks and using small wooden ladders to climb. Children access most resources and materials independently but at times resources are not so well arranged, for example, the dressing up resources are not organised so they are easy to select. Inside, children help themselves to tissues but when playing outside these were not readily accessible at the time of inspection and they had to ask staff to get them.

Children and parents are welcomed into the setting which provides an inclusive environment. Key persons build up good relationships with their children and parents and carers. Parents' involvement in the setting is encouraged. They stay to help on a rota basis, giving them an insight into what their children are doing. Communication books are used to provide a daily exchange of information about their children's development. Key persons share what they are working on for each child and ask parents to contribute their own knowledge of what children are achieving. Some provide detailed information about children's achievements and important events in their lives. The manager has completed a detailed self-evaluation to identify areas for improvement and reviews this to set further targets. Monthly staff forums are used to enable all staff to contribute to the process and encourage reflective practice.

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

Children make good progress and their individual needs are met as staff make detailed observations of their play and learning and use these to plan how to help them to progress. Staff make sure that the appropriate resources and opportunities are available to enable children to practise particular skills, for example, ensuring that children who are becoming confident with counting have lots of opportunities to practise and extend their learning.

Staff make note of and ask parents about children's particular interests and pre-occupations to motivate and interest them, for example, setting up the outside area with dinosaurs for children who are fascinated by them. Children communicate very confidently with each other and with the adults in the setting, who listen sensitively to their contributions. Children listen attentively during the short circle time and are learning to begin to link sounds and letters. They are learning to recognise print as they select their name cards at snack time. Children look at books together and enjoy stories, making themselves comfortable in the book area. There are lots of opportunities for children to practise mark-making as

writing materials are freely available. Children use clipboards and pencils to write as they play and some like to write and draw in their special books.

They are learning to count as numbers are introduced through the daily routine, for example, staff say 'you have two orange plates'. They are using the language of size and shape as they look at a long line of construction shapes and see if they are taller or shorter than the member of staff. They say of their play dough snails, 'I've made a big one and small one'. Some children are beginning to recognise and write numerals as staff model writing the date on their work and they copy them.

Children learn about the world around them as they engage in role play or explore the properties of sand and water in the outside area. A planned science week enables them to see how different materials react with each other as they make a volcano. They have a digging area and in the summer can grow their own vegetables. They are becoming familiar with technology as they play with toy mobile phones and cameras. Children are creative and use their imaginations as they play in the home corner and have a picnic. They draw pictures of their families and staff record what they have said about their work. Children have opportunities to paint on some days and some craft materials are kept on a shelf for children to select themselves, although these are not always very prominent.

Children can be active. There is plenty of room in the large hall for them to move around freely and physical equipment inside, such as a balancing beam, provides them with the chance to develop skills of balance and coordination. Outside they learn to balance and climb on a range of different sized ladders, while also learning to use them safely and manage risk for themselves. A large field is also available for them to use as a whole group where further opportunities for physical play are available. Children are motivated and busily engaged in their play. They are given choices and make decisions in their play. Children are offered the chance to play outside if they want to and some can stay outside for a good portion of the session. Snack time is flexible which allows children to have their snack when they are ready. However, some routines do not fully promote children's independence, for example, they queue for their snack when it is not necessary and some have to wait a long time in their coats and boots for others to be ready for outside play. In other ways independence is promoted well as children serve themselves their snack and pour their own drinks. They are forming positive relationships with the staff and with each other and play well together in small groups.

Children's health is promoted well. They get plenty of fresh air and outdoor play and for much of the time can choose whether to play outside. They are offered a healthy snack of fresh fruit and crackers, and fresh drinking water is accessible to them throughout the session. They are encouraged to wash their hands after using the toilet and playing outside. Hand gel is used to clean hands before they have their snack. Parents are encouraged to provide healthy options in lunch boxes. Children are beginning to learn about the benefits of living a healthy lifestyle as some explanations are given in the daily routine about how to look after our bodies. Children learn to stay safe as they learn how to use equipment safely, for example, they successfully use the ladders outside and are able to manage risk in a secure and well-supervised environment. Inside, children are reminded how to hold scissors safely. Children make a positive contribution to the setting as they

make decisions and become involved in the routine, for example, helping to tidy up. They are encouraged to feel part of the community as they are shown newspaper cuttings about recent activities, such as science week. They are learning to respect each other and work together, for example, they hold the water jug for other children to dip their brushes into while they are up the ladder. Children are learning skills for the future as they learn to communicate, be independent and make good progress in all areas of learning.

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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