

# Withycombe Raleigh Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	05/04/2011
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<b>Email</b>	
<b>Type of setting</b>	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

Withycombe Raleigh Playgroup is run by a parents' committee. It opened in 1965 and operates from the parish church hall in Withycombe Raleigh, Exmouth. Most activities take place in the large hall and a smaller, adjacent room. The playgroup also has access to toilet facilities, a kitchen and an enclosed outdoor play area. The playgroup is open from 9am to 3pm on Mondays and Fridays, from 9am to 1pm on Tuesdays and Wednesdays, and from 9am to 12 noon on Thursdays, during term time. It runs a holiday club on a Tuesday and Thursday during the school summer holiday only.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the nursery at any one time. There are currently 44 children aged from two to under five years on roll, some in part-time places. The playgroup supports children with special educational needs.

There are nine members of staff, all of whom hold an early years qualification to at least level 2. The playgroup provides funded early education for three- and four-year-olds. The playgroup is a member of the Pre-School Learning Alliance and is also supported by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff effectively implement the Early Years Foundation Stage, which ensures children's welfare and learning needs are met. The children are happy and confident in the playgroup and have access to a good range of resources. The new assessment system has been effectively implemented by most staff. Good procedures keep children safe and secure, and most safeguarding documentation provides good guidance. Satisfactory information is exchanged with parents, and good partnerships with outside agencies ensure that children's individual needs are met and no child is disadvantaged. The committee and staff team effectively evaluate their practice and make continuous improvements to ensure good outcomes for children.

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

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

- ensure the record of risk assessment includes everything that needs to be checked on a regular basis (Suitable premises, environment and equipment)

31/05/2011

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

- monitor and review the new assessment system to ensure consistency in recording and planning for children's development and including parents' contributions
- update the information for parents on the provision's policies and procedures.

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

Children's attendance is accurately recorded, and high staff to child ratios ensure good supervision and interaction. Daily checks are carried out on the whole provision to ensure appropriate equipment is in place to minimise risks to children. For example, door jammers are used on internal doors to prevent children's fingers getting caught. However, this has not been included in the written risk assessment, as required. This is a breach of a specific legal requirement. Two supervisors are responsible for overseeing the child protection procedures. They have had relevant training and thorough documentation is in place to provide further guidance. All staff have received first aid training and sufficient certificates were available for inspection, to meet requirements. Ofsted has been kept informed of recent changes in order to protect children's welfare.

Staff are well deployed. For example, at snack time one member of staff sits at each table with a small group, providing support and encouraging social development. Low-level trolleys enable the children to make choices and be independent in their own learning. The garden area has been developed to ensure the whole curriculum can be accessed. Boxes of resources promote exploration and investigation in different weather. Tyres have been used for children to plant and grow produce.

Staff work closely with outside agencies and other childcare provisions, to support children with any additional needs. The special educational needs coordinator is clear about her roles and responsibilities, and ensures good communication between staff, other agencies and parents. Planning meetings provide opportunities to ensure children are fully included and reaching their potential. Sufficient written information is provided for parents on the provision and their child's development. However, the parents' file of policies and procedures has not been updated with the new policies. Parents receive regular newsletters and good information on committee meetings.

The committee and staff have sought advice and implemented recommendations from external monitoring. This has already had an impact on raising standards. For example, the large hall has been reorganised and now provides an accessible, calm learning environment for children. Photographic display boards have been introduced to show parents how all areas of learning are promoted through play. Recommendations from the previous inspection have been addressed. The good use of self-evaluation identifies the group's strengths and the most pertinent

actions for improvements, for example completing an assessment of the setting, to ensure the environment and resources are accessible to all children. Staff development has been recently assessed, and all the staff have opportunities to attend training. Recent workshops attended include exploring cultures, girls' and boys' play, and observation and planning.

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

Staff provide good interaction. For example, in a whole group activity they ensure that all children are involved. Children recall storylines in favourite books, predict what will happen next and guess what objects are from the member of staff's description. They make the story relevant to the children, asking questions such as 'Who has stripes like the zebra?'. All children remain actively engaged and are confident communicators. They develop good imagination and build strong relationships as they initiate their own activities. For example, two children pretended to go on a journey, another child joined them and they all decided to go to the beach. They develop a good awareness of safety; one child pretended to strap all the others into their seats so that they would not fall out. They negotiated together where they were going, what they could see and what they wanted to do at their destination.

Children develop a positive awareness of people's differences. Most children are thoughtful, kind to each other and support each other's learning. For example, one child fetched a towel and dried the hands of a younger child who had been playing with the ice. Older and more able children noticed the ice was cold and was melting because it was getting warmer. Outside, one child found a snail shell and showed it to other children, who discussed where the snail had gone. Good access to resources enables children to create in three dimensions, carefully using scissors and tape or glue to join pieces together. Children are beginning to recognise their own names and the sounds of letters.

Children develop a good awareness of healthy and safe practices. They regularly practise the emergency evacuation procedures and use large equipment with care. They help themselves to drinking water and tissues. They independently wash their hands after using the toilet and before eating. Soap and paper towels are provided to prevent cross contamination. When changing nappies, staff follow good procedures to protect the health of children. Staff provide good role models by washing their hands before serving snack. Children have daily opportunities to use the outside area and dress appropriately for the weather. They are taught the importance of regular fresh air and exercise.

A new assessment system has been introduced, which provides an overview of children's development, cross referenced to written and photographic evidence. Parents are now requested to provide information on their child's likes and dislikes, on a regular basis. All of this information is used to plan the children's next steps in learning. However, there are inconsistencies amongst key workers in the way this is currently being implemented, so targets for some children are not always

pinpointed clearly.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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