

# Winchcombe Playgroup

Inspection report for early years provision

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**Unique reference number**

EY257161

**Inspection date**

06/04/2011

**Inspector**

Angela Cole

**Setting address**

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**Telephone number**

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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

Winchcombe Playgroup was registered at its current premises in 2003. It is run by a voluntary committee of parents. It operates from premises that include two play rooms in a converted school building in Winchcombe, Gloucestershire. The enclosed outdoor space provides both hard and grassed areas for children's play. There is a forest school area on site. A locked gate provides access to an adjacent public play park. The playgroup is open each weekday during school term time from 9am to 3pm, except on Friday it opens from 9am to 12 noon.

The playgroup is on the Early Years Register and also makes provision for children older than the early years age group, as it is registered on both the voluntary and compulsory parts of the Childcare Register. It is registered to care for no more than 50 children under eight at any one time; of these no more than 50 may be in the Early Years age group and of these none may be aged under two years of age at any one time. There are currently 75 children on the roll aged between two and four years who attend at various times. The playgroup currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language.

There are 12 members of staff, of whom 10 hold appropriate Early Years qualifications. One staff member is working towards an initial qualification and another is working towards a further qualification. One member of staff has Early Years Professional Status and another holds Qualified Teaching Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The playgroup offers a fully inclusive environment where children settle quickly and clearly demonstrate they feel secure and extremely happy. A very strong emphasis is placed on meeting individual needs and ensuring that the vast majority of activities and experiences offered are both interesting and stimulating to all children. As a result, children make very good progress appropriate to their age, ability and individual starting points. Overall, children's welfare is highly promoted through efficient organisation and children gain an excellent understanding about the importance of a healthy lifestyle and of how to keep themselves safe. Strategies to develop partnerships with parents and carers are a key strength and meaningful links with agencies and other providers with whom children have contact are significant in ensuring children's requirements are consistently met. Excellent group reflection and in-depth self-evaluation ensure that plans for the future result in a highly successful provision where children thrive.

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

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

- extending the record of risk assessment of the outdoor area to cover anything with which a child may come into contact
- maximising children's self-help and independence in the area of mid-session eating.

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

The staff team is a highly cohesive group and together they clearly demonstrate the management's commitment to equality of opportunity in employment. Comprehensive child protection arrangements are in place and each member of staff has a clear understanding of the issues to respond promptly when a child appears to be at risk. All those working on the premises have the required suitability checks and close supervision adds to children's safety. Children's well-being is given a high priority. A comprehensive risk assessment programme is implemented regarding indoor safety and security. Most aspects of outdoor safety are recorded in the risk assessment and plans are in place to extend some of the fencing. Frequent forest school sessions ensure that children gain an excellent understanding of how to keep themselves safe in the outdoor environment.

Children's learning and development is promoted impressively. This is because the environment is particularly well planned to be highly accessible to children. For example, children confidently self-select toys of their choice, as these are all stored within their easy reach. Staff offer stimulating and challenging indoor and outdoor environments so that children have excellent opportunities to build on their development in all six areas of learning.

The staff fully promote equality of opportunity. As a result, children make great strides in their understanding that, although everyone is different, all are just as important. Children have immediate access to a wealth of resources that reflects positive images of gender, age, disability and culture, including books, dolls and writing in different languages. Several children at the setting speak languages other than English. The setting supports a special 'playgroup friend' in a developing country overseas. All staff are positive role models and the individual requirements of children are given significant consideration when planning for an extensive range of activities.

Partnership working is firmly embedded in the setting's ethos. The wealth of strategies for sharing information with parents, and close liaison established with other settings attended by children, mean that staff are very well informed about each child's developmental needs. By working closely with parents, the key persons find out as much as they can about children's individual needs before they start. They then adopt a 'child-centred' approach and have an excellent awareness of where each child is in their learning and share this progress with parents. Families are actively encouraged to be involved in their children's learning, for example, through sharing 'wow' moments and attending 'Stay and play' sessions.

As a result, staff plan particularly well for individual children and ensure that they benefit from a cohesive and consistent approach.

The adult's high aspirations for the playgroup are reflected in their drive for continual improvement. They are always seeking ways to enhance children's play and learning experiences. Strong strategies for self-evaluation take high account of the views of parents, children and other professionals. Recommendations from the previous inspection are fully implemented. These were concerned with safeguarding, partnership with parents, planning and assessment, room layout and mark-making resources. The clear commitment to further training and the positive action taken to address many areas for development, are bringing about sustained improvement to the existing good quality of the provision.

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

Children make very good progress in each area of learning. They confidently use their initiative to organise their use of time and resources and continually problem-solve during their play. This is a reflection of key persons knowing the children and their families very well and take great care to identify individual needs and interests. This, along with a comprehensive programme of observation, means that children's activities are fully noted and as a result are recorded and analysed in detail. The children's individual achievements are closely monitored to plan for their next steps towards the early learning goals.

All children achieve highly. Those learning English as an additional language and those with special educational needs and/or disabilities receive expert, focused support so that their achievements are celebrated and built upon. Children's progress is very good in all areas of learning, but particularly high in personal, social and emotional development, and knowledge and understanding of the world. This is partly a reflection of children being able to spend relatively long periods of time to become engrossed in their own ideas while using a wealth of expressive and creative media. Their self-help and independence skills are commendable, particularly in areas such as personal hygiene, dressing and caring for their own belongings. However there needs to be more attention regarding the routine for the mid session snack.

Children benefit from continual opportunities for spontaneous learning and talking with staff about their chosen play. Outstanding use is made of 'key groups' and focused groupings for maximum involvement and teaching. As a result, children gain an excellent awareness of the world around them. For example, they are highly alert when using all of their senses to recognise specific bird calls and discuss the drift of smoke while sitting around a camp fire.

Children feel entirely safe and secure in the group as they develop strong attachments to the familiar people caring for them and settle quickly to their chosen play. They learn to keep themselves safe by moving around the space carefully and handling tools correctly, including scissors. They have an excellent

awareness of potential dangers and how to avoid them, for example, while negotiating rough ground and building with tree branches. They are familiar with emergency procedures as they frequently practise evacuation drills. Children readily adopt healthy lifestyles, eagerly choosing to spend time out of doors in the fresh air, helping to grow vegetables and discussing healthy food choices at snack and meal times.

The children demonstrate very caring attitudes towards younger ones and including them in their play. They cooperate to negotiate roles, share resources and willingly take turns, for example, with easily accessible technology equipment that includes cameras and a computer. The clear expectations of staff and consistently explained boundaries mean that children receive excellent support adopt good behaviour and considerate manners. The children are confident, inquisitive and enthusiastic. The setting provision most effectively meets their specific needs and provides high levels of interest and enjoyment for all the children.

## 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	2
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

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### 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

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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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