

Weymouth St Playschool

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Michelle Tuck
Setting address	Christchurch Hall, Upper Marsh Road, Warminster, BA12 9NP
Telephone number	07714 7322344
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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

Weymouth St Playschool was established more than thirty years ago and operates from Christchurch Hall in Warminster. Children play in the main hall with access to a side room for small group activities. There is an outdoor play area for physical play. The playschool is open during school term times from 8.45am to 11.45am Monday, Wednesday and Friday and 8.45am to 2.45pm on Tuesdays and Thursdays. The playschool is registered by Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. A maximum of 26 children from two years to under five years may attend at any one time. There are currently 29 children on roll, all of whom are in the early years age group. The playschool are in receipt of nursery education funding for three and four year olds. The committee employs five staff, of whom three hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very much welcomed and their individuality valued at this friendly playschool. They respond easily to the calm and reassuring approach given by staff. Children are provided with a range of interesting play experiences, which support them in making good progress overall in their learning and development. Evaluation systems are not yet fully developed to enable the group to identify key areas for development and continuous improvement. Strong relationships are formed by staff with parents, with clear support given to ensure each child settles in happily at the playschool.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation systems to help focus attention on addressing the identified areas for improvement to drive forward future developments
- develop more opportunities for outdoor learning, to support further those children who learn better when outside.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. They attend training to keep their knowledge up-to-date and are very aware of their role and responsibility to

keep children safe. There are clear recruitment and vetting procedures in place to check the suitability of staff who work with children. Staff supervise children well which helps to ensure they are safe and well cared for. Staff regularly review safety arrangements within the playschool and when on outings, to ensure risks to children are minimised. For example, children are only released to those authorised to collect them. Staff implement policies and procedures effectively to promote children's welfare, safety and development. The staff have begun to implement systems to help them identify key strengths and areas for development; however these are in their infancy.

Staff are deployed very well to support any children that need a bit of extra help at the easel for example, or to read a story to a small group of children. Because the premises are shared children can not access all of the resources all of the time. Therefore they have the opportunity to look through a photographic book to choose from the resources. The setting embraces diversity well and children of dual heritage are welcomed. Staff find out about their family home life, through discussion and photographs so each child is valued as an individual.

Good relationships are developed with parents and carers which means they are well informed about the provision and increasingly involved in their child's learning. Parents receive updated information regularly through newsletters and the parents notice-board. Parents are encouraged to share what they know about their child both before they start at the playschool and once they are attending. There are many opportunities for sharing information to meet individual needs, as key persons are always on hand to chat to parents at the beginning and end of each day. Playschool staff link well with other professionals or carers working with individual children. This helps all those supporting the children to work consistently to support the children's needs. The setting link closely to the area Special Educational Needs Co-coordinator and staff with skills in this area work closely with parents and children. Good links have been established with the local school to which most children go on to attend. This helps to ensure their transition from playschool to school will be as easy as possible.

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

Children are happy, settled and secure and enjoy their time at the playschool. They develop good relationships with staff and start to learn about working cooperatively with their peers. For example, they learn that they must line up and take turns to use the climbing frame and slide safely. Children are encouraged to become independent and are able to make choices about what they want to play with. The equipment is well organised to allow free access and systems are in place to allow children to choose extra activities each session. Overall, staff interact well with children as they play, using praise and encouragement to boost their confidence and self-esteem. Staff read stories to small groups of children, who listen carefully and answer questions when asked about what is happening in the story. Children develop a strong sense of belonging. They identify their own name card before lunch as they go to wash their hands and they enjoy looking at

the photographs of themselves on the notice board, enabling them to share their experiences. Children build an awareness of their own community as they go on walks in the local area and have visits from local community members such as the fire brigade and the vet. This is extended to the wider world as they celebrate festivals and access books and some resources that offer positive images of diversity.

Children's behaviour is excellent; they listen extremely well to instruction and to one another when they are sharing news. Children learn good practices regarding personal hygiene. They know to wash their hands before they have their snack, and after using the bathroom. Children have some opportunities for outside play, however planning is limited for the outside which does not support fully those children that learn better outside. Children learn about safety as they engage in activities. For example, they understand that they must walk inside or wear their shoes when on the climbing frame. Children are making good progress towards the early learning goals. Their interests are captured well through well planned activities incorporating individual preferences, which help to ensure activities are relevant and generally keep children busy and involved. There is a good balance of adult-led and child-initiated activities.

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	3

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	3
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	3
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	3
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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