

Broadway Playschool

Inspection report for early years provision

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Inspector Christine Williams

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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

Broadway Playschool is one of two groups run by a joint committee. It has been established for over 40 years and operates from within the church hall of the United Reformed Church in the village of Broadway, near Evesham. The playschool is specifically for children aged two and three years, with older children catered for at the playschool's sister group. Children have access to an enclosed outdoor play area. The playschool is open two days a week on Mondays and Thursdays from 9am to 12pm, during term time only.

The playschool is registered on the Early Years Register. A maximum of 20 children may attend the setting at any one time. There are currently 12 children aged from two to three years on roll, some in part time places. The nursery has suitable systems for supporting children with special education needs and/or disabilities and children with English as an additional language.

There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Levels 2 and 3. One member of staff is qualified to degree level and has achieved Early Years Professional Status. The setting serves the local area and has links with the local children's centre and schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly effective playschool provides outstanding outcomes for children. Children thrive and are excited by the rich learning experiences provided. Their health, safety and well being are given the highest priority. Extremely effective multi-agency work ensures there are very strong links with safeguarding and health professionals and staff are skilled in knowing how to unlock children's potential. Relationships with parents are exceptional and arrangements for supporting children during times of transition are excellent. Those in charge are forward thinking and have a highly reflective approach which is used very successfully.

What steps need to be taken to improve provision further?

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

- reviewing and extending the ways in which staff involve parents in contributing to the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Safeguarding is given the highest priority. Staff have a comprehensive awareness of how to protect children, receive regular training on safeguarding and work proactively and effectively across key agencies. Protocols and practice for making referrals and sharing relevant information are exemplary. For example, staff are always alert to changes in children's behaviour and close links with multi-agency teams mean that both staff and parents can quickly access the help and assistance of outside professionals when necessary. Children's indoor and outside learning environments are checked regularly to ensure they are safe and secure places to be and security arrangements are robust and successful in making sure children are always safe and protected. Flexible attitudes, policies and everyday practices are highly successful in promoting children's welfare. Systems are regularly reviewed and changes made to adapt and improve on daily routines. For example, accident records are analysed to highlight activities or areas of the playschool that may be causing a problem. These are then incorporated into risk assessments and accident prevention solutions put in place.

Strong organisation, exceptional leadership and management, and rigorous self-evaluation are key strengths. Managers are proactive in trialling and using innovative ways of working and rigorous quality assurance and monitoring systems ensure these have a high impact on the outcomes for children. Staff are well qualified and use training in specialised areas to further develop their knowledge and skills. For example, the manager has accessed specialised early years training in Scandinavia, while other staff are trained in the Common Assessment Framework or are qualified 'Forest School' leaders. There are strong links with the playschool's sister group, the local community and children's centre, and this ensures staff can work with ease across different agencies and settings. For example, excellent partnership arrangements have led to the local health visitor holding drop-in sessions at the playschool. This allows parents to gain consistent professional advice about their children's health and to talk over any concerns they may have.

The playschool is one of two settings owned and run by a community group and specialises in working closely with families of children aged between two and three. Much of its practice has been influenced by leading early years educational theorists. This has then been skilfully blended with the principles of the Early Years Foundation Stage and linked to the importance of working closely with the families of young children. Those in charge have a clear aim of providing seamless support to the children in their care and this is reflected in parents' comments. For example, parents talk proudly about how quickly staff pick up on children's needs and provide help and support in a caring and practical way. They appreciate what the group does and recognise the positive impact the playschool is having on their children. Parents are kept well informed at all times. There are daily chats with staff, regular parent evenings and some parents are involved in the playschool's management committee. Parenting courses are regularly run through the playschool and staff have also produced information for parents on important topics, such as, healthy eating and coping with separation issues. Information

about the progress children are making is shared through learning journeys and parents' comments and observations are invited. However, these are not always used effectively as part of the ongoing assessment process.

Parents say they feel listened to and respected. Their views are sought regularly through informal conversations and formal evaluations. When parents suggest things, the playschool strives to put these in place. For example, parents asked for ideas on how they could support their child's learning at home and now 'home activity' sheets are included in newsletters.

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

Children flourish and gain enormous benefits from the imaginative range of high quality learning activities and experiences offered by the playschool. They make outstanding progress, arrive enthusiastically and show high levels of confidence and self esteem. Careful planning, collaboration and the sharing of information ensures children's independence, communication and social skills are highly developed. They are extremely well supported by playful adults who spark children's interests and imaginations and help them to move forward with their learning. Planned learning activities are based on a thorough knowledge of what children already know and can do and are designed to give children the skills they will need for their future learning. Excellent settling in processes ease children's transition from home to the setting, and then fully supports them when it is time to move on to other settings. For example, information is gained from parents to help staff understand each new child and photographs of the staffing team are taken home and used to help familiarise new children with who will be caring for them.

Children show great curiosity, want to explore new things and are inquisitive. They become increasingly independent and are developing the personal qualities that enable them to concentrate and take responsibility for small tasks. Children's language skills are supported to an exceptional level. The latest early years strategies, such as 'Nursery talk', visual timetables, signs and symbols are used to develop strong communication skills. Story telling activities of familiar tales, such as the 'Three little pigs', come to life with props of shredded paper, houses, and paper pigs. Games and circle time help young children to learn to take turns in conversations and listen to others. Stimulating projects and challenging activities encourage children to succeed in all areas of their learning. For example, they use sand, leaves, make things in large and small scale and investigate snails with magnifying glasses. Songs and rhymes are used effectively to encourage children to learn numbers and counting experiences are enriched by linking them to real life situations, such as, counting how many times they can bounce on the trampoline. Children become engrossed in their imaginary games, creatively express their ideas in their artwork and love dancing to different music.

Children enjoy a fun, stimulating and safe environment where they are valued as individuals. There are quiet places and attractive book corners where children can relax and rest and a well developed outside area. They show strong physical skills due to the rich range of outside learning offered, such as, using tyres, logs and

planks to climb on and build with. Children show they feel safe and are confident in sharing their concerns with trusted adults. For example, they are quick to turn to staff for comfort and reassurance if they feel uncertain, and are confident to say 'I don't want to do that today'. They behave extremely well and show they understand the possible dangers involved in 'play fighting', being too boisterous or not using scissors safely. Successful family learning initiatives and strong links with health professionals ensure children are leading healthy lifestyles, enjoying being active and eating lots of fresh fruit and vegetables.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children develop skills for the future	1

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