

Parcroft Playgroup

Inspection report for early years provision

Unique reference number	143119
Inspection date	03/05/2011
Inspector	Marie Thompson

Setting address	Parcroft Junior School, Summerleaze Park, Yeovil, Somerset, BA20 2BP
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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

Parcroft Playgroup opened approximately twenty years ago and is committee run. It operates from accommodation within Oaklands Primary School in Yeovil, Somerset. The group have sole use of the premises and children attending are from the local area.

The premises consist of an entrance, one large main room, toilet facilities, kitchen facilities, an office and storeroom. The group have their own grassed, enclosed outdoor area and are also able to use the school playground.

The group is open Monday to Friday for morning sessions from 8.00am to 16.00 for children aged 2 to 5 years of age, during term time only. Children have the option of joining the lunch club from 12 noon to 12.30pm. The pre-school offers hot meals at the lunch time club. The group also operates a breakfast club from 08.00am to 08.30am for children attending the playgroup.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. At present there are 52 children on roll. The setting supports children who have special educational needs and those who speak English as an additional language.

There are 12 members of staff who are all suitably qualified to Level 3. The Supervisor has Early Years Care and Education NVQ and Diploma in pre-school practice at level three. The playgroup receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provider promotes children's welfare and learning in a challenging and inspiring way that ensures a safe and inclusive environment. There are robust systems in place with regard to planning and assessment. Children are happily occupied in a range of highly stimulating play activities and experiences. A strong emphasis is placed on the individual needs of the children and they make excellent progress in their learning. The playgroup has a highly successful partnership with parents and they are well informed of their child's daily routine, learning and care.

What steps need to be taken to improve provision further?

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

- ensure that fresh drinking water is consistently available at a level that children can easily access at all times

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the highly effective staff team who have an excellent understanding of safeguarding and keep up-to-date with training. The manager ensures the application of robust employment practices and provides training in safeguarding, and a comprehensive policy. Staff know the procedure to follow if they have concerns about a child and have an excellent understanding of the signs and symptoms of abuse. All staff working in the playgroup are suitable and there is a clear policy for non-vetted staff not being left unsupervised with children. The whole staff team is highly motivated towards providing good quality care and education for children.

The staff's organisation and management are thorough. The safeguarding, complaints and emergency procedures are well known and robust. The records, policies and procedures are superbly organised and are highly effective in supporting the service. Staff have a great enthusiasm for continuous improvement, and a thorough working knowledge of the Early Years Foundation Stage. The focus is always upon helping all children to make outstanding progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed, to ensure children's safety. Each child has their own key-worker who works closely with parents and carers. They keep extensive records of children's progress and make detailed topic and activity plans, to ensure that the six areas of learning are provided in stimulating and varied ways which also consider all the outcomes for children. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. Resources are plentiful and of the highest quality. Staff ensure their knowledge and understanding of individual children's needs are met and form close working relationships with other early years providers. Staff update resources, activity ideas, inputs, policies and procedures accordingly. Staff regularly evaluate the outcomes for the children they are caring for, to ensure that the service continues to effectively improve.

Partnerships with parents are superb as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and informative portfolios clearly display to parents the high quality care and education that is offered. Parents are able to access their child's learning profile book. In addition, parents are given their own copies of the policies and procedures of the setting. The staff welcome into the setting parents and carers, as they exchange information, in order to facilitate good liaison arrangements. Parents are encouraged to record their comments via the suggestion box in the entrance area and to take advantage of the parent rota system to experience their child's day

first hand. Parents are included in what their child is doing, and are encouraged to continue this at home by completing the home link books so that they too can enjoy seeing their child develop. The provider has a very good system to liaise with the local schools to ensure the progression and continuity of learning supports the transition for children. Parents report that they are very happy with the care provided for their children. Parents are very pleased with the exceptional progress they have made.

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

The learning environment provided by the staff and their personal skills is inspirational. The rooms are organised extremely well to support the growth of children's developing confidence and independence, which are qualities that prepare children for their future. They have a rich, varied and imaginative environment where they are provided with opportunities to become extremely confident and self-assured. Children are able to learn about differences, for example, by learning about different people in society, cultural festivals, traditions and events. There are excellent quality resources that show diversity and scattered around the environment are words, pictures and phrases from a variety of different countries. This is further enhanced by inviting visitors from the local community into the group such as the vet. The children were able to meet some animals, see an x-ray of a dog and listen to the dog's heart beat. There is a clear focus upon personal, social and emotional development. For example the 'Parcroft Promise' tree helps to promote good behaviour and self control and the felt 'feelings' chart and persona doll helps the children to talk about how they are feeling. There is an emphasis on self-esteem; they teach children to participate, to adopt safe and hygienic routines, to behave with pride in themselves and to have consideration for all others. Staff consistently uses praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. Staff spend time focused on children's enjoyment and achievement, they're very vigilant of children at all times and facilitate their learning and play through a range of toys, activities and resources.

Children are effectively observed by staff who plan the child's next steps in learning and take account of their interests. The children's achievement records are delightful and cater each child's individual learning journey through photographs, art work and staff observations. This enables highly motivated staff to set challenges for children that are appropriate and further children's learning. Children's creativity is valued and nurtured, and the main room and corridor is decorated with children's free artwork. As a result children feel valued and appreciated. Their views and choices are listened to and respected. For example they are asked to contribute to the self evaluation process of the setting and use child-friendly forms to evaluate outings. Consequently they gain excellent skills for the future as independent active learners. Children take part in an exciting range of messy play activities. For example they have great fun with jelly, shaving foam, slippery gloop and Gelli baff. The interactive white board and pads enhance children's development across the six areas of learning and encourage group and individual teaching and learning. They enjoy using an extensive range of

programmes on the computer which support their problem solving skills. The programmes extend children's learning about numbers, calculation, colour and shape. There is free flow play into the fabulous outdoor play area where the children can thoroughly develop their physical and co-ordination skills. They have tremendous fun whizzing around the race track on bikes, balancing across the stepping stones, crawling through brightly coloured tunnels or climbing up the castle climbing frame and shooting down the slide. The raised flower beds enable the children to become actively involved in the planting and growing of flowers, fruit and vegetables. Prior to leaving playgroup to go to school the children have a graduation ceremony complete with their own scroll and photograph in a cap and gown.

Children are able to bring a packed lunch or have a meal provided for them. All food is prepared from scratch, balanced and nutritious following the introduction of hot meals at the lunch club. This is a lovely social time when the children and staff sit together and chat. For the most part drinks are easily accessible throughout the session however at times they are placed too high for the children to reach and access independently. Excellent hygiene practices are in place and children are regularly reminded to wash their hands aided by pictorial reminders.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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

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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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met