

Moor Lane Playgroup

Inspection report for early years provision

Unique reference number

116705

Inspection date

09/05/2011

Inspector

Julie Biddle

Setting address

Sunnybank Methodist Church Hall, Moor Lane, Downley,
High Wycombe, Buckinghamshire, HP13 5YP

Telephone number

07767 361909

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Moor Lane Playgroup is privately owned and opened over 30 years ago. It operates from Sunnybank Methodist Church Hall in the village of Downley, on the outskirts of High Wycombe, Buckinghamshire. The group is open five days a week 9.15am to 12.15pm term-times only. There is an enclosed outside play area for the children to use.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children may attend the nursery at any one time. There are currently 32 children on roll in the early years age group. The setting receives funding for 3 and 4 year olds.

The setting supports children with learning difficulties and/or disabilities, and also supports children who speak English as an additional language.

The nursery employs 7 members of staff including the manager, over half of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, caring environment where they are treated and valued as individuals. Staff provide an inclusive and welcoming service, supporting all children to participate fully in activities which meet their individual interests and developmental needs. Organisation of the day is good in the main. The setting fosters close working relationships with other providers which has a positive impact on the children. The manager and staff demonstrate a commitment to self evaluation, however the system is in its early stages.

What steps need to be taken to improve provision further?

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

- develop the use of the outdoor area to enhance learning and development opportunities
- develop systems for self evaluation to include the views of the children and parents
- enhance opportunities for children's independence at snack time

The effectiveness of leadership and management of the early years provision

Children are protected as appropriate policies and procedures are in place to keep children safe and secure within the setting. Staff are familiar with the safeguarding policy and are aware of the correct procedures to follow should they have any concerns. Recruitment procedures are robust and checks such as Criminal Record Checks are carried out to ensure staff are suitable to work with the children, thereby ensuring the safety and well-being of children and their families. Regular risk assessments of the building, garden and local regular trips are completed, meaning children can play, explore and develop in a safe environment. In addition, all visitors to the setting sign in and out.

The well established team work well together. They are supportive of each other and consequently provide a welcoming and safe environment for the children to play and learn in. The layout of the room enables children to move around with ease as they select play resources from a good and varied range. Staff sensitively encourage all the children to join in.

The staff have worked to meet the recommendations set at the last inspection, thus benefiting all the children in the setting. The manager and the staff regularly consider and evaluate the activities and events within the setting. However, the self evaluation system is in its infancy and does not include the views of parents or children. Regular staff meetings support staff in their role; in addition they attend relevant training courses in order to enhance their skills, and to ensure they remain motivated and inspired. For example, staff have expressed an interest in a 'messy maths' course to enhance children's understanding of numbers in a fun way.

Children make good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. The staff record individual progress records and learning journeys for each child, detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning.

Partnerships with parents are successful. Parents are positive when commenting on the setting; they are particularly impressed with the approachability of the staff. There are clear channels for communication, such as regular newsletters to keep parents informed of staff changes and events in the setting. Parents are invited to open days to view their child's learning journey and to speak the key worker for their child. Furthermore, parents are invited into the setting to watch their children perform in, for example, the nativity play and see them take part in sporting events. The setting works closely with other professionals to support the children. The setting has developed strong links with the local school. Teachers visit the setting to aid the transition to 'big school.' Furthermore, parents of children moving on to 'big school' are asked to complete a questions sheet to aid staff in preparing the children for the move.

Overall, children benefit from a fully inclusive environment. The setting actively

promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for the individual child helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources which help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals such as Chinese New Year and Christmas.

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

Children are happy, confident and demonstrate a sense of belonging. Staff work effectively as a team, they enjoy their work and are committed to promoting children's learning and development, ensuring they are safe, and helping them relish their time at the setting. Children are beginning to form positive relationships with the staff and their peers, adding to their feelings of security. The children are well behaved and know what is expected of them because boundaries are consistently and kindly applied by staff.

Children make good progress in their learning and development, as staff plan activities that challenge and excite them. Children have a wonderful time as they act out familiar stories using dressing up clothes and puppets. Children have good opportunities to share language as they interact with staff and their peers as they play. Staff use skilful questioning techniques that encourage children to think for themselves. For example, they ask children if they can remember what they discussed the day before and children are delighted as they remember they counted syllables in words. Staff value children's thoughts, contributions and creations, thus promoting their confidence and self esteem.

Children are beginning to recognise letters and numbers and some are able to write their own names on creative work. Posters and effective labelling around the room enhance children's opportunities to see letters and numbers all around them. Good quality low level-furniture enables children to self select resources for play. Children make informed choices about creative materials and enjoy drawing pictures and using cut shapes to enhance their work. Mathematical concepts are discussed as children count how many pieces of apples are needed for their table. In addition children count to beyond 10 as balls roll down tubing. Children have access to a computer where they learn skills such as mouse control to draw pictures. Staff use schemes such as SALLEY (Structured Activities for Language and Literacy in the Early Years) and PALS (Playing and Learning to Socialise). Both schemes fully enhance children's opportunities to learn, develop and have fun as they do. Children use their imaginations as they dress up, play in the home corner and pretend to be Doctors. A cosy book corner stimulates children's interest in books; they thoroughly enjoy sitting on the comfortable sofa as they listen to a story.

Children are learning how to keep themselves safe and behave in ways that are safe for themselves and others. They understand they are expected to sit at a designated table to eat their snack. Staff discuss a range of safety aspects, such as

walking to the door as they go into the garden.

Children are developing an understanding of healthy lifestyles. For example, they are beginning to understand when it is important to wash their hands. They enjoy healthy snacks of apples and water to drink. Snack time is very social and children are encouraged to chat to their friends, however there are very limited opportunities for independence at this time. Children have daily opportunities for fresh air and exercise. They have great fun in the garden where they can climb, slide and run. They enjoy using tubes to roll balls, counting as they do. The garden is well utilised, however children's opportunities to extend their learning in this area is limited. Regular trips in the community increase the children's understanding of the wider world. They enjoy visits to the local duck pond to collect food for their tadpoles, and the common to see the bonfire and autumnal trees.

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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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