

Henwick Playgroup

Inspection report for early years provision

Unique reference number	205382
Inspection date	13/05/2011
Inspector	Fiona Robinson

Setting address	Oldbury Park School, Oldbury Road, Worcester, Worcestershire, WR2 6AA
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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

Henwick Playgroup is owned by a partnership and re-registered in 1992. It operates from one room in Oldbury Park Primary School in the St John's area of Worcester. The playgroup serves the surrounding area. All children share access to a secure, enclosed outdoor play area.

The playgroup is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 25 children aged between two and eight years may attend at any one time. Currently there are 34 children on roll, all of whom are in the early years age group. Of these, 27 children receive funding for nursery education. The playgroup is open Monday to Friday from 9am to 11.45am during the school term. Children attend for a variety of the sessions on offer.

There are seven members of staff who work with the children. Of these, four hold a National Vocational Qualification (NVQ) at level 3; one holds a NVQ at level 2; and one is working towards a NVQ at level 3. The playgroup receives support from a mentor teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well behaved and fully included in a wide range of activities. They have fun, make good progress and respond well to the care and support they are given. Excellent partnerships with parents and carers, the host school and outside agencies ensure that children's individual needs are met. Staff are very skilled at increasing children's understanding of keeping healthy. The managers and staff have a good awareness of the playgroup's strengths and areas for improvement. They demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop children's understanding of nature and the wider environment
- develop the use of technology in activities to extend children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff have a clear understanding of their responsibilities and how to keep children safe. Comprehensive policies and procedures are regularly reviewed and fully implemented. They have a good awareness of health and safety and child protection issues. Staff regularly carry out risk assessments to minimise danger. They are deployed effectively in the indoor and outdoor environments and follow rigorous procedures during collection times, which are carefully followed by staff and parents. There are robust staff recruitment and vetting procedures in place to ensure the suitability of adults working with the children. Children have access to well maintained resources and equipment. Fire evacuation procedures are practised regularly to familiarise children with the routine.

The playgroup is well led and managed. There are good self-evaluation systems in place which ensure that the views of parents are taken into consideration when identifying areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. Staff rigorously monitor the children's progress and use this information to plan the next steps in learning. They meet regularly to discuss planning and assessment and access relevant training courses to enhance their experience. They clearly identify what works well and areas for development. Staff make effective use of a good range of resources to meet most of the needs of the children. However, resources, such as the digital camera and other technology are more limited. This impacts on the development of children's skills to record their own experiences. Planning also shows that opportunities for children to explore and investigate their wider natural environment are not fully developed. There is exemplary promotion of equality and diversity in activities. Staff ensure that children are fully integrated into activities and show extra care and sensitivity to those with special educational needs and/or disabilities. Children have an excellent understanding of other lifestyles, customs and food, such as China and the Chinese New Year, led by a parent.

Partnerships with parents and carers are outstanding. They are kept very well informed of special events and activities through informal discussions, newsletters and the parents' notice board. They say that staff are very caring and helpful and provide a warm, welcoming environment. Key staff keep them well informed of their children's achievements and progress. They share the children's individual learning journeys with parents both informally and at parent consultation meetings. Parents are very supportive of the children and have led sessions on making soft cheese with them, and given talks on the role of the Royal Air Force and the Navy. The relationship with the host school is outstanding because information is shared very effectively and staff ensure that all children transfer very smoothly into full-time education. There are excellent links with outside agencies concerning children with special educational needs and/or disabilities, who achieve well.

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

There is well organised indoor and outdoor play. Staff value the children's ideas and include these in their planning. Children benefit from this and achieve well because activities are interesting and well organised. Themes, such as pirates, princes and princesses and the royal wedding enrich the children's experiences. Staff evaluate the achievements of the children regularly and use these to inform planning. Staff have a consistent approach to managing children's behaviour and are excellent role models. Children behave extremely well and share resources sensibly. Staff boost their confidence and praise their individual achievements and efforts. Children have excellent relationships with each other. All children participate in activities, including those who speak English as an additional language and those with special educational needs and/or disabilities. Festivals, such as Diwali, Easter and Mother's Day enrich their experiences and give them an excellent appreciation of other lifestyles, customs and food.

Children develop an excellent understanding of keeping themselves healthy. They are encouraged to make healthy choices at snack time and eat a wide range of fruit and vegetables. They use equipment safely as they prepare fruit salads and vegetable soup. They are proud of the potatoes, lettuces and beans they grow in their own garden. Children also know that drinking milk and water is good for them. Their physical skills develop well as they walk along balance trails and climb over, under and through climbing apparatus. Children know that running and riding their pedalled vehicles helps them to grow strong and they understand a lot about the importance of exercise. They have a good understanding of keeping themselves safe and they tidy their resources away sensibly. Children benefit from talks on safety from the police and fire services and know they must consider their own safety when walking about.

Children enjoy a good range of activities and achieve well. They are encouraged to make independent choices, for example they like to explore a treasure basket and use different senses to describe each item. They enjoy listening to the story of Cinderella and retelling the story through role play. Most children can count up to fifteen and beyond by the time they leave the playgroup. They enjoy identifying two-dimensional shapes in the indoor and outdoor environments. Their creative skills are developed well as they create collages of musical instruments and make finger puppets for role play. Most can write their own names and tunefully sing songs, such as Five Currant Buns to practise their counting skills. Children have fun searching for treasure and sailing the high seas in their pirate ship. They benefit from talks from parents and visitors, such as a chef and a submariner. Overall, children enjoy coming to the playgroup and are prepared well for their future learning experiences.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2
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	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	1
The extent to which children make a positive contribution	1
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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