

# Welton School Playgroup

Inspection report for early years provision

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**Unique reference number** 133103  
**Inspection date** 12/05/2011  
**Inspector** Gail Robertson

**Setting address** Welton County Primary School, Radstock Road, Midsomer  
Norton, Bath, BA3 2AG

**Telephone number** 01761 413505

**Email**

**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**

Welton School Preschool Playgroup is managed by a committee of parents and was first registered in 1984. It operates from Welton Primary School, in the rural village of Midsomer Norton. The group has access to a kitchen, toilets and pre-school room and a fully enclosed outdoor area. There is disabled access and facilities inside. The preschool may care for no more than 24 children in the early years age group, of these, not more than 8 may be under 3 years at any one time. At present, there are 45 on roll and 30 are in receipt of early years funding. The setting supports children with special educational need and/or difficulties. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open five days a week during school term times. Sessions last from 9am to 12pm and from 1pm to 4pm with a lunch time club operating from 12pm to 1pm. There are six part-time staff all of whom have an early years qualification. The manager has achieved a National Vocational Qualification at level 4 in childcare and 2 staff are studying for further qualification. The setting receives support from the Early Years Development and Childcare Partnership, local support teacher and the Pre School Learning Alliance, outreach special needs advisor and the host school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The quality of the provision is good. Children are safe and thrive because of the support given by the dedicated, caring staff. Overall, children enjoy all the activities, and achieve well. The effective supervisor, staff and committee have a shared vision and a commitment to continual improvement, such as the outside area. There are outstanding links with the parents and carers, and good links with the host school and other providers.

## **What steps need to be taken to improve provision further?**

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

- provide opportunities to challenge the most able in order to accelerate their learning
- develop the outside area to stimulate children's curiosity in numbers and mark making and support their learning in the world around them.

## **The effectiveness of leadership and management of the early years provision**

Good priority is given to safeguarding children. Records, policies and procedures required to ensure children are safe are regularly updated. Parents, carers and visitors have access to them. Robust appointment and suitability procedures are in place and staff receive regular safeguarding training. Everyone has relevant early

years qualifications, and are encouraged to further their knowledge to improve the provision. Staff involve children in the health and safety so they know how to keep safe and free from harm. Children tell staff when they find a broken piece from one of the toys; staff say, 'Well spotted'. Children are reminded to wear hats and to drink frequently when outside.

There is a wealth of resources for the children to use inside and outdoors. However, the outside area is still work in progress. All staff are effectively deployed to support every child's learning in this area. However, there are few notices there for children to read or numbers to draw their attention to mathematics in the world around them. Resources are maintained well and organised to encourage children's independence. Everyone works together successfully to plan interesting activities that match children's needs and interests.

This is an inclusive setting where all children and adults are fully respected irrespective of their backgrounds or beliefs. Children make good progress as the staff go that extra mile by liaising and working with outside professionals. Staff know all children and their families extremely well, this helps children to feel confident and make good progress. They celebrate difference in a positive way. However, there are times when staff do not extend tasks for the most able to challenge them sufficiently. For example, this relates to encouraging them to write and mark make in their play or count to higher numbers. Learning diaries, to monitor progress, are of good quality and show clearly the child's progress. The committee recognises the time and efforts of the staff. Diaries are regularly shared with parents and carers, and children.

The playgroup is well led and managed with all staff given clear direction on how to drive improvements. There are good self-evaluation systems in place and staff are ambitious to be even better. Everyone's views are valued and influence decisions made, such as relating to prioritising improvement. There are outstanding links with parents and carers. They spoke highly of the playgroup. Parents and carers are very well informed about their child's progress and what goes on in the playgroup so they can carry on the learning at home. One parent said, 'It is magic here, just wonderful.' There are good partnerships with other providers of early years, in particular the host school. The work with the local authority for children with special educational needs and/or disabilities is effective. These links ensure children have a smooth transfer to school. Staff and children enjoy each other's company, laugh together and work hard. There is a very happy buzz of learning throughout the session.

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

Children progress well in the busy environment. They are confident and have a strong sense of security and belonging. Routines are established. Children play well together and help each other. Relationships with the staff are warm and trusting. They respect and feel empathy for each other, for example, if one child has an accident. They are fully aware that some children need more adult attention than others and they accept this. Children rush into the room with happy

smiles. They are confident, interested and motivated by carefully-planned and prepared activities that suit their needs and matched to their interests. Most children achieve well in all areas of learning due to detailed assessments on their progress which helps modify planning. However, some tasks are not sufficiently challenging for the most able to extend their learning further. Staff value children's interests and ideas. There is a good balance between what the child wants to do and the work planned.

Older children act as good role models for the younger and new children and they develop caringly and responsibly. They know the routines and feel extremely relaxed and safe. They keep to the golden rules as this is what staff expects of them. They share equipment and ask politely if they need something. Children enjoy being creative. Staff use this creativity to teach the love of stories and books. Children are passionate about books. Throughout the session, children were seen in the book area reading to themselves, sharing with adults, or asking staff to read to them. They write their own story with the help of the adults. They put in their favourite characters and use words like 'Kapow' for expression. There are activities that cover all the areas of learning inside and outside. Children said they liked going outside best although there are a limited number of notices and labels there to further extend children's learning.

Children have an excellent understanding about healthy life style. At snack time, they know that they must wash their hands, as they have good hygiene routines. Lunch time is a special social time, particularly Thursday when the school caretaker cooks the meal. He is known to all the children and gives them praise for their healthy eating choices to keep their bodies and teeth strong. Children know why exercise is important and 'Wake and Shake' is an enjoyable time. They know the words and actions of many songs and sing with great gusto. Children take rest after exercise and to have a drink when they feel thirsty. Children have an understanding of how to keep safe. They know how to take care of themselves and each other. Children learn how to be part of a group and the responsibilities to it. They are extremely happy and contented. Children are prepared well for their future learning experience.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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