

Coleshill Playgroup

Inspection report for early years provision

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Inspector

Angela Dyer

Setting address

Community Centre, Temple Way, Coleshill, BIRMINGHAM,
B46 1HN

Telephone number

07891843657

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*.

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Description of the setting

Coleshill Playgroup opened over 40 years ago and re-registered under the current partnership in 2008. The playgroup operates from Coleshill Community Centre, which is situated in a residential area of Coleshill in North Warwickshire. There is also a fully enclosed outside play area. There is wheelchair access to the front of the premises.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the setting at any one time. There are currently 30 children aged from two to five years on roll. The nursery provides funded early education for three and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup is open Mondays to Thursdays from 9am to 12pm, during school term times.

There are four staff and two volunteers who work with the children. Both managers are qualified to level 3 and one of the volunteers has an early years qualification to level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An inclusive and welcoming service is provided and positive relationships have been established with children and their families. Children's individual needs are recognised and met by a team of staff who are enthusiastic, caring and professional in their practice. A wide range of activities, most of which are informed by observations of children's progress, are thoughtfully prepared to encourage children to develop new skills, knowledge and have fun. Staff have a good knowledge of the setting's policies and procedures and all documentation is place with most policies well written. The staff team demonstrate a commitment to continually reflect on their practice and provide children with high levels of care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the safeguarding children policy to ensure that it includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 13/06/2011

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

- further analyse observations to help plan the next steps in a child's

- developmental progress
- develop evaluation systems and share knowledge, question practice and test new ideas to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a professional attitude towards keeping children safe whilst in their care. Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Staff are deployed effectively and children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly to assess potential risks, and effective steps are taken to minimise them. As the premises are used by several other groups during the week, staff complete thorough checks daily before children arrive to ensure all areas are suitable for children's use. Security within the setting is good as external exits are kept locked to ensure unwanted visitors do not gain access to the setting or present a risk to the children. Staff have a good knowledge of safeguarding procedures and are fully aware of their responsibilities to protect the children in their care. However, the safeguarding policy does not fully reflect the procedures they would follow in the event of an allegation being made against a member of staff in the setting. As a result, the setting is not meeting all of the specific legal requirements of the Early Years Foundation Stage.

Staff arrive early to set up the activities and resources in preparation for children's arrival. As a result, children separate from their parents with ease to engage in the activities on offer. Staff show obvious enjoyment in their work and work well as a team. A key person system is in place and staff have developed close and caring relationships with the children in their care and their families. Parents and children are warmly greeted by staff on arrival and time is made for a friendly verbal exchange of relevant information. Parents provided positive feedback in relation to the caring staff team and how happy and settled their children are. Information about the provision is shared through regular newsletters, a noticeboard and parents having access to the setting's policies and procedures. Staff share information regarding the Early Years Foundation Stage, through the use of a book depicting the different area of learning and their children's learning and development records. Staff understand the value of working closely with other professionals and have developed informal relationships with other provisions that children attend.

Prior to the inspection, the setting completed a self-evaluation form which accurately identified the strengths of the setting. Staff engage parents in the self-evaluation process through the use of questionnaires and, as a result of their feedback, introduced review mornings where parents can come and review their child's progress with their child's key worker. Staff also invite parents to give them feedback through the use of a suggestion box and comments book. The setting also receives support and guidance from the local authority. However, the staff are not yet fully confident in using their self-evaluation processes to question their own practice and test out new ideas to improve outcomes for children. Staff are

enthusiastic to learn and improve and have attended various training courses to extend their knowledge and skills.

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

Strong emphasis is placed, by staff, on the value of play, and high staff ratios allow staff the opportunity to involve themselves in children's play and offer appropriate assistance to enhance children's learning and enjoyment. Visual timetables are used to support children's understanding of the routine and children confidently move around the setting, making choices about their play. Children have formed close friendships within the group and during free play older children often help and support younger children during their play, enabling all children to feel included.

Parents complete 'All about me' documents in relation to their children to provide the staff with information about their children's needs, interests and abilities. These are used by staff to gain a better understanding of the children and to support them in meeting children's individual needs. Further information is gained through the completion of child observations, which are beginning to identify children's next steps in their learning. Children enjoy activities including painting, role play and play dough. Children are also able to self-select resources from a new storage unit which was funded by a local organisation within their community. Role play is a strength of the setting and the role play area and topic is led by children's interests. The role play area has been many things, including a bakers shop, outer space, a fantasy world and is now a garden area where children can mow the lawn, look at bugs and water the plants.

Positive attitudes to others are encouraged as the children follow the good examples set by staff. Children gain an understanding of the wider world as they participate in activities to extend their knowledge of other children's cultures, for example, celebrating different festivals. They also gain an understanding of their own local community as they regularly have visitors to the setting, including fire fighters, health visitors and the local vicar. Staff act as positive role models and speak to children in a calm, gentle and respectful manner. Circle time and the use of hand puppets including 'Rory the lion' reinforce the importance of caring for others. Children are also beginning to learn Makaton as staff use simple signs throughout the session. Staff have a clear, fair and consistent approach to managing children's behaviour and children are well behaved.

The employment of caring, sensitive staff increases children's feelings of security. Through discussion children demonstrate a mature understanding of safety issues including the fire evacuation procedure. Healthy snacks, including fresh fruit and breadsticks are provided for children and fresh drinking water is available throughout the session. Snack times are sociable occasions where children have opportunities to pour their own drinks and serve their own fruit, therefore promoting their independence skills. Children's individual dietary needs are fully respected as these are discussed with parents, and information about cultural and individual needs are recorded. This ensures children remain healthy. Children have

daily opportunities to use the outside area where they benefit from fresh air and exercise. Children use resources including ball, beanbags and larger pieces of physical equipment, when outside, with confidence. Children also have opportunities to rest whilst inside in the cushioned book corner where they often sit with their friends to share a book.

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	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	2

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	2
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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