

Wallbridge Playgroup

Inspection report for early years provision

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EY302208

Inspection date

24/05/2011

Inspector

Sue Rogers

Setting address

Woodcroft County First School, Wallbridge Drive, Leek,
Staffordshire, ST13 8JG

Telephone number

07986260698

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

Wallbridge Playgroup opened in 2005 and is run by a committee. It operates from a room within Woodcroft County First School, Leek, Staffordshire. The setting serves the local area. All children share access to a secure, enclosed, outdoor area.

Sessions are from 9.15am until 3.15pm during school term times. Children attend for a variety of sessions. A maximum of 24 children aged between two and five years may attend at any one time and the setting accepts children aged from two to four years. Currently there are 48 children on roll, all of whom are in the early years age group. It is registered by Ofsted on the Early Years Register. The setting is in receipt of funding for early education places. It supports children with special educational needs and/or disabilities.

There are seven members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 6, two hold NVQs at level 5 and one holds a NVQ level at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are caring and considerate towards children's learning needs and provide individual support to ensure they make good progress. Policies and procedures largely protect children's needs, although currently the risk assessments are not reviewed annually, which is a requirement. Parents are largely well informed of their children's progress through discussions and written assessments. Partnership working is effective as staff work effectively with other agencies to support children. Systems that measure how effectively the setting is meeting children's needs are in place and include consultations with parents, children and staff. This drives forward improvements and demonstrates that the setting has a good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessments clearly states when they were carried out, by whom, date of review and any action taken following a review or incident. (Safeguarding) 24/06/2011

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

- extend opportunities for parents to review their children's progress and contribute to their learning and development record.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good knowledge of their responsibilities and have attended child protection training. They are aware of the procedures to follow should they have concerns regarding a child's care. Parents are informed of staff's responsibilities and all new staff are made aware of their obligations through comprehensive induction procedures. Staff vetting systems are effective and prompt, ensuring that all those working with children are suitable for their role. Policies and procedures are mostly effective in protecting children's welfare. However, the checklists that monitor risks are not signed and updated regularly, which is a requirement. There is a generous allocation of staff to support children's play, which ensures that children's feelings of safety are well promoted. Staff are vigilant as they supervise children and make suggestions to extend their learning. Arrangements for children to access the school playground for outdoor play is managed well, ensuring children remain safe and supervised.

The staff group is cohesive and they support each other as they develop professionally. Staff frequently update their training, ensuring that their skills are enhanced. They are committed to their role and engage in self-evaluation to measure how well the setting meets children's needs. Parents are regularly consulted through questionnaires and discussions in respect of further plans for the setting. Good partnerships have been formed with the host school and additional schools, which support children as they progress from the setting into full-time education. There are good partnerships with additional agencies, enabling staff to support children with special educational needs and/or disabilities and there are effective strategies in place to support children's individual needs. Parents feel that they are supported in their role and are always welcomed warmly into the setting. Children's achievements are celebrated and shared by parents and staff. This is facilitated through discussions and the 'proud tree', where parents are able to post notes detailing any aspect of their child's progress. However, there is not a system in place where parents can review their children's progress regularly and contribute towards their children's learning and development records. This impacts on staff's full understanding of what children can do and their interests. Extensive resources are well suited to the needs of the children that attend. This ensures that the learning environment and the premises provide stimulating opportunities where children can progress well in their development.

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

Children make good progress in this well resourced setting and are supported by knowledgeable and caring staff. Planning follows children's individual needs and is

informed by observations and their learning records. These follow children's progress and identify their next steps. Children are confident and approach their activities with considerable enthusiasm. They thoroughly enjoy learning as staff are attentive and offer extended opportunities by sensitively questioning children as they play. Children's independence at snack time is well supported as they pour their own drinks and enjoy a positive social experience while they chat to their friends. They have formed firm friendships and actively including others in their play. They put on their own coats before they go outdoors and line up responsibly when they prepare to leave the building. Children use their numeracy skills to make sense of every day routines and help staff to count out the number of children when they file out of the setting. This helps them appreciate the importance of their own and others' safety.

Children communicate well and take pleasure in their achievements. They learn how to count in French and use reference books to enhance their knowledge of the world around them. They have a good understanding of the diversity of their world, as they celebrate festivals throughout the year and engage in discussions with staff. They look at pictures eagerly and can correctly identify an array of sea creatures. Their creative activities are promoted well as they make sea creatures using clay while discussing their habitats. Group reading opportunities encourage children to listen and comment on the story. Here they refer to their own experiences as they make sense of what they see and hear. The cosy book corner enables children to access their preferred books and they share these with their friends and staff. Mark making opportunities are well promoted as children form letter shapes and create dramatic images using a marker board and pens.

Children learn how to measure and assess quantity by using balancing scales with care. They delight as the scales move when they add more to one side than the other. There are good opportunities for children to observe aspects of the world around them as they visit the outdoor play area. Here they tend to their vegetable garden and use magnifiers to examine insects more closely. Their physical health is promoted well as they use the trim trail and carefully balance on beams and cross the wobbly bridge. They learn to appreciate the importance of healthy eating as they share a snack of fresh vegetables, fruit and milk. Children have regular access to drinking water, which makes sure they are refreshed. The storage of children's lunch boxes is managed well, ensuring these remain cool throughout the morning.

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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