

Wellin Lane Playgroup

Inspection report for early years provision

Unique reference number	253409
Inspection date	23/05/2011
Inspector	Janice Walker
Setting address	Pentecostal Church, 13-15 Wellin Lane, Edwalton, Nottingham, Nottinghamshire, NG12 4AS
Telephone number	0115 9452627
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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*.

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Description of the setting

Wellin Lane Playgroup became registered in 1992. It is a privately owned provision and operates as part of the West Bridgford Pentecostal Church, which is situated in Edwalton in the Rushcliffe district of Nottinghamshire. Children are based in two play rooms and have supervised access to toilet facilities, an enclosed outdoor play area and the main church. Kitchen and storage facilities are accessible to staff. Access to the setting is by one step. There are links with some local schools.

The setting is registered on the Early Years Register. It is registered to provide care for 26 children aged from two years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. The setting opens during school terms. On Monday and Tuesday there are morning and afternoon sessions from 9am to 11.30am and 12.45pm to 3.15pm, with a lunch club operating between the sessions. On Wednesday there is a morning session from 9am to 11.30am. Children attend a variety of sessions depending on the individual requirements of each family. The setting serves children and families from the surrounding areas. There are currently 33 children on roll aged two to four years. The setting supports children who speak English as an additional language.

The setting employs seven staff to work with the children. Four staff hold an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Wellin Lane Playgroup provides a safe and warm environment where a sensitive and caring staff team value each child as an individual. Most required documentation is in place and, along with good relationships with parents, these help to ensure that every child's welfare and learning needs are met. As a result, children makes good progress towards the early learning goals. The group has built up good links with some schools that children move on to which ensures good transition for these children, and staff are aware of the need to work closely with others who may be currently involved with children. Staff are committed to the continuous improvement of the provision and make effective use of self-evaluation to support this.

What steps need to be taken to improve provision further?

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

- ensure that there is a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or

06/06/2011

incident (Documentation).

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

- extend the range of resources which acknowledge children's particular cultural backgrounds, along with opportunities for them to develop and use their home language in their play and learning
- develop partnerships with other providers where the care of children is shared in order to better promote consistency and continuity of care and learning for such children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and protected in this setting. All staff are rigorously vetted for their suitability to work with children and staff attend regular training relating to safeguarding to ensure that their knowledge remains up to date. They ensure that every family is well aware of the responsibilities the setting has within this area and the procedures that will be followed if necessary. Staff deploy themselves well, making sure that children are closely supervised at all times and that required ratios are maintained. They demonstrate a good awareness of possible hazards and ensure that appropriate action is taken to minimise these. This is supported well by the daily checklist which staff undertake each day prior to children's arrival. However, there is no written record of the risk assessment, which is a legal requirement of registration. Other required records are kept accurately and policies and procedures are reviewed in line with practice and changes in legislation. As a result, there is a robust framework in place for the care of children.

The staff team work closely together to monitor and evaluate the provision and demonstrate a good awareness of their strengths and areas for improvement. They have responded positively to recommendations from the previous inspection which has resulted in improved safety procedures and better learning opportunities for children. A well-targeted action plan is in place and, along with a clear staff development programme, is effective in supporting the drive for continual improvement. Staff are committed to inclusion, promoting positive images of diversity through toys and resources, along with planned activities linked to festivals. Parents are actively encouraged to participate in activities, particularly those relating to their own cultural and religious beliefs, in order to enhance the learning experiences for the children. Resources are very well used to create a warm, welcoming and stimulating environment. However, for some children, the range of resources reflecting their individual cultural backgrounds is limited, restricting opportunities for them to re-enact experiences from home and to develop and use their home language in their play and learning.

The setting works very closely with parents. Each family's circumstances are well-known to staff as a result of the good range of information gathered at the outset and the effective ongoing sharing of information. Key workers provide parents with

information about their children's progress, with precise ways they can support their children's learning at home. There are clear and accessible channels for parents to communicate their views about the setting such as the inclusion questionnaire and feedback at parent evenings. There are good procedures in place for the transition of children to the closest school, with positive relationships with reception class teachers and mutual visits. However, this practice is not yet in place for all schools that children move on to. Additionally, links with others who care for children alongside the setting are not yet effectively established to ensure the best continuity of care and learning for these children.

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

Children are happy and settled in this bright and stimulating environment. A broad range of toys and activities covering the six areas of learning are enticingly presented, and most children separate from their main carer with ease, quickly settling to explore. New starters are sensitively supported by the caring staff team, resulting in them soon becoming happily engaged in play. Assessment systems are good. The key worker system is effective in supporting staff to get to know children well, ensuring their needs are met and their learning promoted. Staff make regular, detailed observations of what children can do and use these to identify their next steps in learning and to monitor their progress towards the early learning goals. Information from assessments is well used to influence planning, ensuring that activities are tailored to the needs of individual children. Children's individual interests are taken into account when planning these.

Children demonstrate high levels of confidence, eagerly participating during small group times by contributing their thoughts and ideas. They display very good language skills as they confidently make up songs linked to topics of discussion and use a wide range of adjectives to describe objects. Their behaviour is very good. Staff have clear expectations and skilfully support children to begin to resolve issues for themselves. For example, a child who initially stated that another child could not join in play in the sand pit is made to understand that this is not acceptable and given some ideas and strategies to view the other child's contribution as positive. Children demonstrate a good understanding of dangers and how to stay safe, carefully and correctly using tools such as scissors and vigilantly obeying the rules while participating in emergency evacuation procedures. Children demonstrate a good understanding of the importance of good hygiene routines. They know to wash their hands before meals and after messy activities and are clear of the reasons why. They show a good awareness of what constitutes a healthy diet, eating healthy snacks during each session and ensuring they eat the savoury options in their lunch box before fruit and desserts. Children spend time each day in the large hall, enthusiastically joining in a range of activities to support their physical development. They also enjoy regular times in the outdoor area which provides good opportunities for fresh air, climbing and balancing, along with opportunities to explore their play materials in a different environment.

Children's learning is enhanced by the staff team who make informed decisions

about when to intervene to extend learning and when to allow children space and time to explore their imaginations. For example, a group of children in the sand tray are encouraged to explore and describe the consistency of wet and dry sand and predict what will happen when they are mixed together. Another child playing with the train set is given time and space to manoeuvre the trains and track, designing with intent and trialling his designs. Children learn to recognise numerals through fun number and computerised games and practise their counting skills during daily routines, such as head counts as they move around different areas. Small group times are also well used to support this basic calculating. The computer is available during free play times and children demonstrate that they are able to operate simple programs and begin to manoeuvre the mouse. These activities strongly support children with the skills they need in order to secure future learning.

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	3
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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