

# Quoiting Square

Inspection report for early years provision

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<b>Unique reference number</b>	116673
<b>Inspection date</b>	23/06/2011
<b>Inspector</b>	Alison Large

<b>Setting address</b>	United Reform Church, Oxford Road, Marlow, Buckinghamshire, SL7 2NH
<b>Telephone number</b>	0794 1311021 and 01494 450 658
<b>Email</b>	
<b>Type of setting</b>	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

Quoiting Square Playgroup is privately owned and has been established since 1986. It operates from a large hall in the United Reform Church in the Marlow area of Buckinghamshire. The playgroup serves the local community. The playgroup opens from 9am to 1pm, Monday to Friday for 49 weeks of the year. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The playgroup is registered to provide care for 30 children aged from two years to under eight years. There are 38 children in the early years age group on roll. The playgroup is not currently registered to offer free places for early education. The setting is able to support children with special educational needs/or disabilities and also support children who learn English as an additional language. A total of six staff are employed in the playgroup. Of these, five hold early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are well met. They are very happy and settled and enjoy their time at the playgroup, making good progress in their learning. All children are included and valued to ensure none are disadvantaged. They have access to a wide range of resources and many are confident and have high self-esteem. The playgroup provides a bright and child-friendly area for children to play and learn. Documentation to support children's health, welfare and development is well maintained, overall. Staff evaluate and monitor the provision to identify their strengths and any areas to develop, to enable continuous improvement to take place.

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

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

- improve accident records by ensuring that all incidents relating to their own children are confirmed in writing by parents
- develop the systems of observations and assessment and effectively use this information to plan children's individual next steps for learning across all areas.

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

Staff work well together as a team. They organise the learning environment effectively and ensure that children can move freely and gain easy access to the good range of interesting resources. Safeguarding children is prioritised. Recruitment procedures are robust and ensure that all staff are suitable to work with children. Staff have a clear understanding of safeguarding children; they have a good understanding of child protection issues and ensure children are well supervised at all times. A good range of policies and procedures are implemented and documentation and records are completed to ensure children's health and safety needs are well met. Risk assessments are in place and all staff are aware of their roles and responsibilities. Any accidents or administration of medication is appropriately recorded and staff are aware of any health or dietary issues children may have. However, some accident records have not been signed by the parents to acknowledge they have been informed. Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each other's differences.

Children benefit from the highly successful partnership between the staff and parents. Parents were keen to report they are extremely happy with the excellent care offered to their children. They feel staff are very approachable, supportive and they praise them for the progress their children make. Parents are kept well informed about their children's routines through information displayed on notice boards and daily discussion with staff. They are encouraged to share information about their children's likes and dislikes and can talk to staff at any time. Close liaison with other professionals ensures the needs of children are consistently met. Thorough systems to monitor and evaluate the effectiveness of the setting are in place. Children with special educational needs are well supported. Children are learning about wider society and differences through using resources that show positive images of diversity such as books and role play resources. The playgroup is organised to provide a stimulating environment, with access to resources which they are able to explore freely.

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

Children are happy and settled in the playgroup and are able to freely access a wide range of resources and activities set out for them. The playgroup offers a welcoming environment to the children and they quickly settle into the routines of the morning. Equality and diversity are promoted well. Staff provide good support and interaction during activities and are developing a good working knowledge of the Early Years Foundation Stage. Children particularly enjoy playing outside where they can have fresh air and exercise in all weathers. During creative play, they are able to experiment with the texture of dough and enjoy other art and craft activities. Staff use information from parents and their own observations of children's progress to identify each child's learning needs. Observations and

assessments are recorded for each child. These have been identified as something the group can develop further, to ensure activities and learning experiences fully support all children's interests and the next steps in their learning. Younger children are becoming confident and good staff support helps them settle. The staff are committed to providing good quality care and education for all the children, who are all making good progress.

Effective measures ensure that children are learning how to stay safe. Staff discuss safety issues with them and ask them to think about the consequences of their actions, such as running indoors. Children's health is well promoted. They make a good and positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilet or preparing to have their snack. This results in children being confident and learning self-care skills. Children talk about keeping themselves safe as all staff and children take part in fire drills to ensure the safe evacuation of the building. Children's behaviour is good, they are kind to each other and learning to share and take turns, and respond well to reminders from staff. Many are developing their independence and can take themselves to the toilet or put on their own coats before going outside. They have opportunities to recognise their own names when they self-register and enjoy creative activities. Children are beginning to count and solve problems, which successfully supports their early mathematical learning. They develop their physical skills as they run around the garden and ride on the wheeled toys. They use their imaginations well as they play in the role-play area. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements.

## 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	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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## **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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