

Greendown Playgroup

Inspection report for early years provision

Unique reference number 507994
Inspection date 22/06/2011
Inspector Julie Sackett

Setting address Swindon Greendown School, Grange Park Way, Grange Park, Swindon, Wiltshire, SN5 6HN
Telephone number 01793 882234
Email
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Greendown Playgroup was registered in 1996 and is situated in the grounds of Greendown Secondary School in Grange Park in West Swindon. The group operates from its own mobile building which is sited on the school field close to Lydiard Park. The building has two playrooms, a cloakroom, toilets and kitchen area. It has its own fully enclosed outdoor play area, which children use freely throughout the day.

The playgroup may care for no more than 28 children from three years to the end of the early years age group at any one time. Currently there are 54 on roll, all of whom are within the early years age group. 25 children were present at the time of the inspection. All the children on roll receive early years funding for three- and four-year-olds.

The playgroup is open every week day during term time from 8.45am until 2.45pm, with separate sessions in the morning and afternoon. Children may take a packed lunch and stay for the whole day. The group supports children with special educational needs and/or disabilities, and children for whom English is an additional language.

There are 11 members of staff. The manager and two deputy supervisors have National Vocational Qualification (NVQ) Level 3. In addition, two members of staff have NVQ Level 3, one of whom is working towards an early years foundation stage degree. Two members of staff have NVQ Level 2 and two members of staff have National Nursery Examination Board (NNEB) qualifications. One member of staff is working towards NVQ Level 3. One member of staff is unqualified. The setting's administrator, who does not work with the children, has the Level 2 Teaching Assistant qualification.

The playgroup receives support from the local authority early years advisory team. The setting is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The overall quality of the provision is outstanding. Excellent teamwork and an extremely positive ethos ensure that children thoroughly enjoy their time in the playgroup and make rapid progress in their learning and development. Safeguarding is given the highest priority so that children settle very well and are happy and secure. The playgroup's strong emphasis on inclusion means that all children feel valued and quickly grow in confidence. The playgroup demonstrates outstanding capacity to improve because the manager and her staff have been highly successful in building on existing strengths and are constantly striving to make further improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider the installation of internet access to enable the children to benefit from a broader range of resources to support their learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures in the playgroup are rigorous and thorough. They are understood and observed by all adults so that children are very secure. Policies are up-to-date and very effectively put into practice. Child-protection procedures are clear and up-to-date and risk assessments are thorough. Policies are readily available and shared with parents and carers. Robust suitability procedures are followed to ensure that all adults are appropriately qualified and suitable to work with children.

The manager has been extremely successful in establishing a strong team who work really well together. The team shares high expectations and there is no sense of complacency in the ongoing drive to build on strengths in existing practice. The manager has a clear vision for the future of the playgroup. She and her team are constantly reviewing practice to identify ways of making the children's experiences even more enjoyable and stimulating. There is a real team approach to recognizing the playgroup's strengths whilst also identifying areas for future development which is highly successful. The playgroup has a wide range of good-quality resources which are very effectively organised to be accessible to the children. These include resources which encourage children's positive awareness of people from a variety of backgrounds and cultures. Resources include a good range of software programmes to support children's learning, although the playgroup has identified the need to install internet access to enable children to benefit from a broader range of resources to extend their learning.

The playgroup has established outstanding links with parents and carers so that their views are incorporated wherever possible. The children play an active part in making choices and decisions and have regular opportunities to share their views and to be involved. Every member of staff wants the children to be happy, confident, safe and making progress in their development. The playgroup is extremely inclusive where all children and adults are fully respected, regardless of gender, background or ability. All children are regarded as special and this ensures that every child's needs are met, including those with special educational needs and/or disabilities, and those for whom English is a second language. The playgroup is proactive in seeking advice wherever needed. Excellent links developed with a wide range of agencies and schools ensure that support for all children is very well focused and consistent. Planning is thorough and highly effective in responding to the needs and the interests of the children and in reflecting all areas of the early years curriculum.

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

The playgroup provides an exceptionally welcoming and secure environment for the children so that they rapidly grow in confidence and self esteem and feel extremely safe. Warm and caring relationships between adults and children mean that children settle very quickly and relish their time in the playgroup. The emphasis given to children making choices about their chosen activities, and how they wish to develop these, makes a strong contribution to the rapid development in their independence. As a result, children become mature, responsible people with a strong sense of their own self worth. For example, they demonstrate care and respect for each other and this makes an exceptional contribution to the cohesive nature of the playgroup. Adults play a very positive role in supporting the outstanding progress children make in their learning. The quality of adults' interaction with the children, including their use of questioning, is high, and reflects their excellent understanding of the Early Years Foundation Stage. Adults actively listen to children's comments and capitalize on these to ensure that learning is relevant and meaningful. For example, one child's reference to the circular shape created by an adult's arms was followed up by references to other circles in the room and the children joining hands to make a circle. This very successfully reinforced and built on children's mathematical and spatial understanding.

Children's awareness of how to lead a healthy lifestyle is supported extremely well. For example, children participated in a session of, 'Here we go round the mulberry bush' with great enjoyment and enthusiasm so that they were visibly puffed when it was time to stop. The children sit at tables to eat their lunch. They demonstrate excellent table manners because adults provide positive role models, initiate conversations and reinforce the children's exemplary behaviour through praise. This very successfully helps children to develop the necessary personal and social skills to successfully support their future economic well-being.

Curriculum planning is strong with interesting activities planned to meet the needs and interests of all groups of children and reflecting all six areas of learning. Children have access to a well-organised and carefully supervised outdoor area where activities such as sand and water play; craft activities and ride-on toys support the development of social and physical skills very well. Children thoroughly enjoy the activities available and this helps them to develop the ability to concentrate for extended periods of time. For example, one child became engrossed in sticking pieces of tissue paper onto his mask whilst another listened carefully to a recorded question relating to a display of shapes and then successfully responded by finding a shape with four sides. Each child has a key person who makes regular observations of children's progress which are used very well to evaluate learning and to plan the next steps in learning. Records are used very effectively to build a picture of children's learning and play an important role in supporting the children's successful transition to the next stage in their education.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met