

# Tweseldown Community Playgroup

Inspection report for early years provision

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**Unique reference number** 109937  
**Inspection date** 21/06/2011  
**Inspector** Anne Nicholson

**Setting address** The Abercorn Trust Hall, Aldershot Road, Church  
Crookham, Fleet, Hampshire, GU52 8LE

**Telephone number** 01252 819256

**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*.

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

Tweseldown Community Playgroup is a community preschool group run by an elected committee of parents. It was established in 1981 and moved to its current premises in 2000. It operates from the main room within Abercorn Trust Hall in Church Crookham, near Fleet in Hampshire. The group has access to a large hall, kitchen, toilet facilities and an enclosed outdoor play area which is currently being extended to develop a woodland area. The preschool is open five days a week during school term times. Children can attend either morning or afternoon sessions or for a full day. Sessions run between 9.00am and 3.00pm Monday to Thursday and 9.00am to 12 noon on Friday, children can be dropped at either 9.00am, 9.30am, 12 noon or 12.30pm and can be collected at either 12 noon or 3.00pm. Children that attend over the lunch time period bring a packed lunch with them.

The preschool is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend the preschool at any one time. There are currently 71 children on roll aged from two years to under five years, some in part-time places. There are procedures in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Tweseldown Community Playgroup is in receipt of funding for the provision of free early education to children aged three and four. It serves families from the local area.

There are seven employed members of staff and a designated bank of staff. All employed staff hold appropriate early years qualifications to at least NVQ level 2, with the supervisor qualified to Foundation Degree level. Some staff are working towards an NVQ level 3 qualification. All staff hold valid paediatric First Aid qualifications. One member of staff has recently achieved their Foundation Degree. Professional development is ongoing for all staff. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are very well met and the preschool provides an excellent range of resources to support their progress in all areas of learning. Strong leadership and good communication are key strengths of the provision who have established excellent partnerships with parents and other agencies that children also attend. Documentation is generally well kept, however, some documents, including records showing suitability and safety checks, are not easily accessible to evidence children are safeguarded. A comprehensive self-evaluation process is completed that accurately identifies both strengths and areas for development to improve outcomes for children. This demonstrates the preschool's positive commitment to maintaining continuous improvement.

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

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

- Review the systems for recording children's learning and development process to ensure observational assessments clearly reflect each relevant area of learning and starting points, next steps of learning and overall progress are clearly identified
- review recording systems for documentation to ensure records remain easily accessible and available for inspection by Ofsted, with particular reference to suitability checks.

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

Good procedures are in place to ensure that children are safeguarded, including vetting procedures for all the adults who work with the children and risk assessments. However, records of the information the provision receives to demonstrate staff and volunteer suitability and details of prior outing risk assessments are currently not easily accessible. This means that the preschool cannot readily demonstrate the suitability of adults working with children and that during outings risks have been fully assessed and addressed to safeguard them. Children are safe and secure during the provision's operational hours as the premises are secure to prevent unauthorised access and inside and outside risk assessments are implemented.

Equality and diversity is effectively promoted within the preschool by staff passionate about promoting inclusive practice with children. They participate throughout the year in a very good range of creative activities that promote their awareness of different cultures, countries and the natural world. They regularly undertake outings to explore their local environment and provide practical support in promoting their current theme of growing. Children have access to an exceptional range of resources, including nature and everyday objects, to promote their learning and development. They readily self-select for themselves from tables and low level storage units and staff's effective planning provides children with variety each day. An excellent range and use of resources, including highly effective deployment of staff, supports children's progress in all areas of the inside and outside learning environments. The preschool committee and staff are taking well-considered steps to ensure resources and the learning environments are fully sustainable. They have secured lottery funding to create a woodland play area and forest classroom. This extends children's opportunities to learn about nature, as well as all other areas of learning in an exciting outside environment.

The preschool management are involved in a system of self-evaluation to identify areas for improvement, such as further developing staff skills, developing the outside learning environment and the sharing of organisational responsibilities. They are taking positive steps to address these to improve outcomes for all users.

The staff and committee share a common sense of purpose to ensure that all groups of children have the opportunity to achieve as well as they can. Information from training sessions is shared amongst staff and to parents in evening sessions to increase everyone's awareness of how children learn through their play. As a result, the preschool has a good driving ambition to maintain continuous improvement, showing a strong commitment to their ongoing professional development.

The preschool management have established excellent partnerships with parents and external agencies to support children's developmental progress. Parents are supplied with regular newsletters and information to enable them to support their children's learning and development. There are systems in place for parents to communicate with key persons and their views are regularly sought. Effective partnerships ensure that, overall, children's individual needs are well met.

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

Children happily enter the preschool environment and separate from parents to access the extensive range of resources set out for them by staff. These resources and effective staff interaction supports their ongoing developmental progress. Staff develop very good relationships with the children which assists new children during their first few weeks and in promoting their sense of belonging. Children excitedly participate in a 'mini beast' search in the outside play environment that develops their awareness of the natural world. They search under logs and pots with staff to find a selection of creatures. They discuss with staff and each other those creatures they find, such as worms, woodlice, slugs and snails and describe how the snails are scared and staying in their shells, which are their homes. They count how many creatures they find and compare who has more in their containers. They learn why it is important to be gentle with those they find and to put them back on the ground again afterwards. Children have free access to resources that promote their awareness of information communication technology, such as a computer and electronic equipment. The children use timers to ensure that when there is a demand for the computer everyone has equal opportunity to use it. This develops their independence skills and their ability to consider others, share and take turns.

Communication and language skills are very well promoted during the session and children have access to a wide range of books and activities that promote discussion. Staff effectively extend these to expand children's vocabulary, develop their ideas and increase their understanding of the topic being discussed. During each session they can freely use a wide range of creative media to develop their creativity. They use pens and markers confidently mark-making and "writing" their names on their work, which demonstrates an understanding that print carries meaning. They enjoy using foam shapes and their hands to paint with and recognise the colour of paint they use and the name of most of the numerals.

Learning is effectively extended to the outdoor area each day and children move

freely between the indoor and outdoor environments. Children gain an understanding of how to adopt a healthy lifestyle as they play outside on scooters and explore the equipment accessible to them, such as the cascade of water bowls. This ensures they regularly get fresh air and have opportunities to develop their physical skills and co-ordination. Healthy eating is promoted during snack sessions where children can go to eat when they feel hungry. They enjoy selecting grapes, bananas and biscuits when they are hungry and know this 'gives them energy to play'. They have access to drinks throughout the session and pour these for themselves promoting their personal independence skills. They demonstrate an awareness of good hygiene skills by washing their hands prior to the snack session and are honest with staff if they haven't done this, but then do go to wash them before they eat.

Children enjoy learning about countries, celebrations and the natural world as they explore various cultural festivals regularly throughout the year. There are opportunities during the session for children to develop their problem solving and numeracy skills. They enjoy shelling pea pods and counting the peas inside, they try the fresh peas and describe whether they like the taste of them or not. During outside play they are encouraged to work out for themselves where to get water to fill the watering can 'as the water butt's empty'. They are encouraged to be active learners and share their ideas and interests with staff who listen attentively and facilitate developing these further.

The staff and committee work effectively as a team to ensure that the preschool is meeting the needs of the children, parents and themselves. Staff observe children's play and learning, noting their achievements and recording observations of these in their individual folders. These observational assessments vary between staff and do not consistently reflect all the areas of learning they cover, children's starting points and their overall progress within the early learning goals. Staff use a variety of methods to record and share children's individual next steps for learning with parents. They are reviewing this to promote greater content consistency within individual folders and in information given to parents about their children's learning and developmental progress.

## 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	1
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	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	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	1
The extent to which children feel safe	2
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

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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

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