

Northleach Playgroup

Inspection report for early years provision

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27/06/2011

Inspector

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Setting address

Northleach C of E Primary School, Mill End, Northleach,
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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*.

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

Northleach Playgroup was established in 1992 and is situated in the rural town of Northleach to the south-east of Cheltenham, Gloucestershire. The playgroup is managed by a voluntary committee made up of parents of children at the group and members of the local community. In 2008, the group moved to a purpose-built building within the grounds of Northleach Church of England Primary School. Children use the play room and have free access to the enclosed, outdoor area with safe, grassed and hard-standing surfaces. Children also have use of the swimming pool on site during the summer term. The playgroup is open each weekday during term time between 9.00am and 3.00pm, except for Wednesday when the group is open from 9.00am to 12.00 noon.

The playgroup is on the Early Years Register and is able to make provision for children older than the early years age group, as it is registered on the voluntary and compulsory parts of the Childcare Register. It is registered to care for 24 children at any one time, all of whom may be in the early years age group. There are currently 42 children on roll aged from two years six months to four years on a full and part-time basis. The playgroup currently supports a number of children with special educational needs and/or disabilities.

There are seven staff working directly with the children of whom four hold appropriate early years qualifications. There are three members of staff currently working towards a qualification. The playgroup provides funded early education for two, three and four-year-olds. Operational links are in place with the school on whose site the group is located.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup effectively meets the needs of all children through recognising their uniqueness to provide an inclusive and caring service. Children achieve well in their learning and development as they are, overall, actively engaged in the wide choice of interesting play activities in or out of doors. Partnerships with parents are strong and staff have begun to make links with other settings to support the children's learning and welfare. Most required documentation is in place. Management and staff are highly committed to improving the playgroup and use in-depth reflection to prioritise improvements which result in higher outcomes for children.

What steps need to be taken to improve provision further?

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

- inform parents of any accidents or injuries sustained 29/06/2011

by the child whilst in the care of the providers and of any first aid treatment that was given. (Safeguarding and promoting children's welfare)

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

- extend the planning for children's next steps towards the early learning goals to share with parents
- consider the routine and use of small groups to extend children's concentration and independent learning.

The effectiveness of leadership and management of the early years provision

The playgroup is well organised. All required policies, procedures and records are in place, clear and up to date. The confident management well supports the committed staff who enjoy their work, communicate well together and are clarifying their delegated roles and responsibilities. Good systems are in place for staff recruitment, induction and regular appraisal, ensuring adults' strengths and areas for development are identified. Children are safeguarded effectively through staff knowledge and understanding of required procedures. The premises are entirely secure and vetting procedures are carried out for all people working with the children. The staff receive training on child protection and have a secure understanding of the indicators of abuse and neglect. Documentation has been substantially reviewed to be detailed and clear, although there is not proof that all parents have been informed of children's accidents. Staff record detailed risk assessments on the premises, the high quality resources and any outing to reduce hazards and ensure the safety of the children.

The playgroup effectively promotes equality and diversity. Children's needs are effectively met as staff are considerate towards their individual requirements and ensure they are happy and supported. Staff well encourage children to learn about diversity by providing a wide range of activities and resources that reflect different people and by enabling them to be considerate towards one another. Partnership with parents and carers and other agencies is strong. Overall, there is good exchange of detail about the children between the key staff and families so that individual needs are effectively met. Ongoing information is shared through informal feedback at each session, frequent letters, many attractive and informative displays and in half-termly reports. Parents have open access to the children's learning journals; they attend regular meetings with the children's key persons when they discuss and continue to contribute to their child's progress records. Parents speak highly of the quality of care their children receive and of the caring attitude of the staff. Systems are in place to liaise with all other registered settings that children attend from the coming academic year. Good links have been built with some of these providers so that adults involved with the children contribute to the continuity of their learning and care.

The playgroup's self-evaluation, including steps taken to promote improvement, is

intense and high in quality. The actions from a notice to improve and recommendation raised at the previous inspection have been effectively tackled in terms of improved outcomes for children, including their safeguarding, feeling safe, making choices and educational programme. The playgroup engages in continuous reflection on practice to recognise strengths and identify areas for further development. Views, comments and preferences of advisors, staff, parents and children are given high regard to ensure that the service is inclusive. Since the previous inspection, there has been significant development through the move to full-day care and purpose-built, highly resourced premises; the new management, leadership and staff team have fundamentally reviewed the whole provision. Aspects now identified for further improvement include reviewing the room layout, developing partnership and increasing the use of key groups to further support children's learning in this safe, happy environment.

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

Children make good progress in their learning and development. This is because staff take care to identify individual needs and interests and use these effectively to plan activities that interest, stimulate and equip children with skills for the future. Routines, such as free-flow indoor and outdoor play enable children to plan their time and make choices; their involvement at some circle and snack times is less robust. A strong key person system ensures that staff know the children and their families well. This, along with a solid programme of observation, means that children's progress is carefully monitored and their achievements consistently recognised and acknowledged. Key persons are well aware of the children's next steps though recording of these is not clear for parents to share. Children with special educational needs and/or disabilities are particularly well supported through shared assessment and one-to-one care.

Progress is good in all areas of learning and particularly good in personal, social and emotional development. This is because children are stimulated and motivated to learn through having confidence to select and use resources independently as they concentrate on activities using their own ideas. For example, they develop extensive role play around 'a summer journey' and paint models created from recycled materials. Children also gain a very good knowledge and understanding of the world as very good use is made of outdoor space. They benefit from frequent opportunities to explore the natural world, learning where their food comes from and seeing at first hand how mini beasts live, including ladybirds and spiders. They are perceptive and use language creatively, for example, to report, 'It's starting to go thundery; it smells funny and it's raining'. Children also enjoy strong links with the local community, making good use of their active role in village life that includes the Charter Fair.

The children enjoy their time in the group, excitedly anticipating the activities planned, such as practices for sports day. They feel safe and secure as they have strong bonds with the adults caring for them. They learn to keep themselves safe by using tools correctly, for example, scissors to cut different materials. They have

a good awareness of potential dangers, holding on carefully when experimenting with equipment, such as the climbing frame and regularly practising how to respond in an emergency situation. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air, drinking water often in hot weather and making healthy food choices at meal times.

Children willingly take responsibility as they take outdoors their own choice of equipment and help to keep the play areas tidy and safe. They demonstrate very caring attitudes by sharing their toys and treasures and praising each other's efforts, for example, when painting. They willingly take turns, for example, on the wheeled toys and to take photographs of the garden and their creations. The high expectations of staff and the clear boundaries set mean that children are consistently supported to behave well and have good manners. The children are confident, inquisitive and enthusiastic because the playgroup effectively meets their needs and provides interest and enjoyment.

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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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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