

# Teversham Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	221765
<b>Inspection date</b>	30/06/2011
<b>Inspector</b>	Edgar Hastings

<b>Setting address</b>	Teversham C of E Primary School, Church Road, Teversham, Cambridge, Cambridgeshire, CB1 9AZ
<b>Telephone number</b>	01223 293357
<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**

Teversham Playgroup is run by a voluntary committee and reregistered in 1992. It operates from a mobile classroom in the grounds of Teversham Primary School, in Cambridge, Cambridgeshire. All children have access to a secure, enclosed, outdoor play area.

A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 8.45am to 11:45am, during school term time. Children attend for a variety of sessions. There are currently 27 children aged from two to under five years on roll. Of these, 21 children receive funding for early education places. The playgroup currently supports children with special educational needs and/or disabilities.

The playgroup employs three members of staff. Of these, two hold National Vocational Qualification (NVQs) at level 3 and one member of staff is unqualified. The setting is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The local authority provides support for the playgroup.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The needs of the children in Teversham Playgroup are met well through the good provision made for their learning and development, and the good attention paid to all aspects of their welfare. Children are safeguarded well because of the largely effective procedures that are in place to ensure their safety. The stimulating and enjoyable learning environment and well planned activities ensure children make good progress across all areas of learning, and especially in their personal and social development. The playgroup has developed an excellent relationship with parents and carers, who are very supportive of their children's learning, and there are good links with the host school. The process of self-evaluation is used effectively to drive forward developments, and there is a good capacity to maintain continuous improvement.

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

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

- improve the daily risk assessment so that it covers everything with which a child may come into contact.

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

Safeguarding arrangements are good and comprehensive, ensuring children are provided with a safe and secure environment at all times. The child protection policy meets the specific requirements by identifying the steps to be taken in the event of concerns being raised about the safety of individual children. All staff have received child protection training, and Criminal Records Bureau checks have been made. Identity checks are carried out on new members of staff, qualifications checked and references taken up. Annual risk assessments are carried out to ensure the safety of the premises and equipment, and daily visual safety checks are done daily but the written forms for these do not always cover the entire environment due to recent staffing changes. Staff are vigilant and ensure the children are supervised well at all times and the required staffing ratios are met. Staff's knowledge and understanding of the responsibilities underpin the effective safeguarding measures in place.

The playgroup is well led and managed and makes good provision for its children through the well organised and imaginative use of resources. The skilled staff engage well with children, to make learning an enjoyable experience for them. Staff attend training events to regularly update their knowledge and skills. Apart from staffing there have been no major changes since the last inspection, and the issues raised at that time have all been addressed. Records of staff attendance are now accurately maintained, and systems for recruiting and vetting staff have now been improved and fully meet requirements. Children are now provided with opportunities to use information and communication technology resources through the use of a computer and a variety of programmable toys and equipment. Self-evaluation is used effectively and thoughtfully to identify the areas that are done well, and those that need further development. This ongoing process of improvement is identified in the action plans, ensuring that the playgroup maintains the good quality of provision and constant improvement. There are plans to develop the outdoor area further by including items of a sensory nature to make it more stimulating, as well as a place for children to investigate.

This is an inclusive playgroup where the needs of all children are regarded with equal importance. Children who have special educational needs and/or disabilities are given good support, and parents kept closely informed about the progress they are making. There is good provision for children who speak English as an additional language. They are fully integrated to enable them to develop spoken English and to extend their vocabulary. Diversity is promoted well through the celebration of festivals, such as Eid, the Chinese New Year, Christmas and Easter. Children bring items from their homes that are specific to their culture and 'show and tell' these with the other children.

The playgroup has developed strong links with the school, and is able to use the main hall as well as the school fields for nature walks. Visits into school include attending celebrations and plays, and preliminary visits to the reception class. These assist well in preparing children effectively for their transfer into school and smoothing that transition. The playgroup's engagement with parents is excellent.

Extremely positive relationships exist and parents speak very highly about the quality of provision and level of care provided for their children and the good progress they make. Communication is very effective and parents are kept informed about children's progress regularly on a face to face basis, and on the more formal open evenings when assessment information is discussed fully with them. Parents have ready access to their children's progress records. Time is given each day to meeting and greeting families and reporting back on the day's achievements. Regular newsletters keep parents up to date with activities, and current topics being explored by their children. This enables parents to share in their children's learning and give them additional support at home. Parents' views are sought on the provision and what they would like to see included. A number of parents volunteer to help out in the playgroup on a 'stay and play' basis, and some give their services to the playgroup's management committee.

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

Children are given a warm welcome on arrival at the playgroup in the morning. They are confident and familiar with the routines, and so are able to make their own choices of activities. They are happy to work and play with others or on their own. Staff are very supportive and good trusting relationships exist so that children respond positively to them, follow instructions or seek assistance when needed. A good range of activities are provided for children to choose both in the indoor and outdoor areas. Staff are skilled at intervening to extend children's learning, such as asking questions and posing new ideas to the children. Currently children are very enthusiastically following a topic on mini beasts and they use the outdoor environment to investigate where they may live and where they could be found. They find a cobweb and have a discussion with an adult about it, which further stimulates their curiosity and learning. They are learning to identify specific creatures, to use new vocabulary and they know that a butterfly's wings are symmetrical. The good promotion of children's language development underpins all activities and they are engaged well in conversation to extend and develop their speaking skills, including those with special educational needs and /or disabilities, and those who speak English as an additional language. At story time children listen intently and respond to questions showing their understanding and enjoyment. They show confidence in speaking in front of others and when singing songs and nursery rhymes that they know off by heart.

Children develop their fine motor skills well by modelling play dough to make cakes. They have the opportunity to discuss their own experiences about baking at home. The room is decorated with many examples of children creative art work, showing the wide range of experiences they have enjoyed, including painting, straw blowing, collage work and cutting. They enjoy using the computer and follow programmes that help them to develop their knowledge of letters and sounds, and to use numbers as labels. This helps their development of basic skills in reading and counting in which they show considerable confidence, and are able to apply in other activities in which they engage. Giant construction kits enable children to work together to build towers by carefully fitting the pieces together. They

accurately identify the names of the different colours of the bricks. There are many opportunities for children to engage in mark making using a range of media including pens, pencils and crayons at writing tables both inside and outdoors, and this is helping them develop confidence in their handling skills.

Children are made to feel safe and secure because of the good level of care they receive, and the guidance on safe play and behaviour. Relationships are warm and caring and positive behaviour is promoted as staff are good role models and offer careful explanations so that children fully understand the right way to behave. Healthy lifestyles are promoted through the menu at snack time when they are provided with a nutritious and balanced meal. There are well developed routines of personal hygiene, such as hand washing, the use of tissues for runny noses and tables are hygienically cleaned before and after snack time. Daily opportunities are provided for physical activity and children enjoy the outdoor area where they can run about, ride tricycles, and climb and slide on the equipment together. Overall children made good progress in all areas of learning and in their personal and social development in particular. They are developing into confident, young learners and are being well prepared for the next stage of 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

<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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