

Four Oaks Pre-School Playgroup

Inspection report for early years provision

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13/07/2011

Inspector

Sue Rogers

Setting address

Four Oaks Junior & Infant School, Edge Hill Road, Sutton
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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

Four Oaks Pre-School Playgroup has been operating for 25 years and is run by a committee. It relocated to new premises in 2008 and now operates from self-contained premises located within the grounds of Four Oaks Primary School in Sutton Coldfield. There is a fully enclosed outdoor area available for play. The setting serves the local area.

The group is open term time only from Monday to Friday. Sessions are from 9am until 3pm Monday and Wednesday, from 9am until 12 noon on Tuesday and Thursday and from 8.45am until 12.45pm on Friday. A maximum of 30 children aged between two and five years may attend at any one time. There are currently 56 children aged from two to under five years on roll. Of these, 43 receive funding for early education places. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work with the children. Of these, six hold National Vocational Qualifications (NVQs) at level 3 and one member of staff is at level 2 and working towards an NVQ at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress at this well resourced and stimulating setting. Policies and procedures are mostly effective and excellent partnerships have been established with parents and carers, promoting children's continuity of care. The premises and resources are very well managed to provide children with exciting challenges as they play and learn. An inclusive environment and interesting activities ensure that all children are actively involved. There is a good system in place to measure the setting's effectiveness that includes the opinions of all stakeholders, demonstrating that the setting has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure the documentation includes information about who has legal contact with each child and who has parental responsibility for each child. (Safeguarding)

13/08/2011

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

- extend the use of children's assessments to better identify learning priorities and plan more relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as all staff have attended child protection training and understand their responsibilities. The effective policies and procedures are well understood by knowledgeable staff. Vetting and recruitment procedures are robust, resulting in a well qualified and committed staff group. There are frequent opportunities for staff to attend training and develop in their professional role. An effective induction supports new staff and ensures they have a good understanding of their roles and responsibilities. Staff supervise children very well and are attentive throughout their play activities. Risk assessments are effective and reviewed regularly. Most of the documentation is effective in protecting children's welfare. However, the setting has not documented who has legal contact and parental responsibility for each child, which is a requirement.

A dedicated committee supports the staff group effectively, resulting in a united approach from all staff. Staff are well supported in their role and are given opportunities to meet and reflect on their practice. This allows staff to plan for individual children's progress and share ideas. The opinions of the staff are valued as they are actively encouraged to contribute towards all policies and procedures. The evaluation of the setting's effectiveness is securely embedded and is well documented, reviewed and updated. Through this the setting drives forwards consistent improvements and further challenges for children's learning.

Children's opinions are valued as staff listen to them and reflect their views in the planning and management of the premises. This results in highly effective play resources and an interesting and stimulating environment. Resources and equipment are of an excellent quality and are deployed extremely well by staff to keep children constantly engaged and interested. The equipment provides stimulating opportunities for children to learn and reflects their individual needs. Purposeful activities actively encourage children's appreciation of different cultures, such as well planned events based on cultural and religious themes.

Excellent partnerships have been forged between parents and carers. Parents regularly help at the setting and their support is highly valued by staff. Children's learning profiles are made readily accessible to them and are well presented. Parents are actively encouraged to view and contribute towards these. The setting has devised several booklets for parents to support their children's home learning. Parents of children who are new to the setting are given the opportunity to settle their child in through stay and play sessions and feedback sessions. Links with other agencies are strong, and the setting works well with the host school, partner settings and the local authority.

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

Stimulating and well considered activities enable children to enjoy their learning as they explore and discover. Children's individual learning profiles are detailed and illustrated by annotated photographs that children enjoy looking at. These document children's progress against each area of learning. There is scope, however, to use these observations and assessments more fully to identify children's further learning priorities. Staff support children's progress very well and ensure children learn safely. They make further suggestions to children as they play and explore, adding additional challenges and further extending their learning. Staff demonstrate their comprehensive understanding of the Early Years Foundation Stage framework as the whole group enjoy a story about a caterpillar. An interactive whiteboard is used to enable all children to see the illustrations and text and promotes their knowledge of technology. They use their number skills to count the pieces of fruit and are beginning to recognise aspects of the written text. They recollect this familiar story as they learn about the lifecycle of a butterfly. Staff's story telling skills are very good and ensure that children are enthused by the content of the story.

Children are growing in maturity and confidence. They have formed firm friendships with other children and readily include each other in all aspects of their play. Through this they are learning to consider others and their needs. They readily develop imagined experiences and ideas for further play. A group of children use digging tools in soil and speculate with one other about what they will find. They estimate how deep they are digging as they develop techniques that make their work faster and more effective. They discover bugs and small animals as they search in the hedgerows around the school and use magnifiers to closely examine tree trunks and insects. Children grow their own potatoes and help to harvest these when they are ready. They frequently enjoy eating their own produce in homemade dishes, such as potato salad. Their communication skills are enhanced as they enjoy group singing and games. They enthusiastically join in with a game of Simon Says, where they recognise parts of their bodies such as their wrists and heels. The richly resourced play areas encourage children to learn and use their natural curiosity as they ask questions, and this promotes their confidence and feelings of safety.

Children have a good understanding of how to stay healthy and safe. They test their physical skills outside, and know that exercise is beneficial to their bodies. Hygiene routines are well established and children access the toilet and wash their hands independently. They pour their own drinks of water throughout the session. Children have a good understanding of a healthy diet as they enjoy interesting and nutritious snacks. Children demonstrate safe behaviour by moving around safely and helping to tidy away at the end of sessions. They respond well to reminders from staff and feel safe and cared for. They learn about other cultures as they sample prawn crackers and practise eating noodles using chopsticks, which provides children with enjoyable challenges.

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	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	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

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

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