

Wivelsfield Green Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

Wivelsfield Green Playgroup has been established in the village since 1972. It is run by a management committee. It operates from two rooms within the village centre, situated in Wivelsfield Green, East Sussex. The playgroup is registered on the Early Years Register for a total of 24 children, all of whom may be in the early years age range with none under the age of two-years-old. Currently, there are 15 children on roll aged from two to five-years-old. The playgroup is funded to provide free early education to children aged three and four years. Children are accommodated within two rooms. All children have access to an enclosed outdoor play area. Children come from the local community area. Both groups support children with special education needs and/ or disabilities. The setting is open from Monday to Friday. Playgroup sessions operate on Monday, Tuesday, Wednesday and Friday from 9am to 12.45pm term time only. The pre-school operates on Thursday mornings from 9am to 12.45pm. The playgroup employs three full time members of staff. All staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup effectively promotes children's welfare and learning, within a safe and inclusive environment. Children are generally happily engaged and occupied in a range of stimulating play activities and experiences. Staff work closely with parents, carers and external agencies to promote children's achievements and wellbeing, ensuring each child's individual needs are met. An informative self-evaluation ensures the group fully understands their strengths and weaknesses, prompting accurate future developments in their practice and service. The playgroup's capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- consider enhancing the outdoor play area to further extend children's learning.

The effectiveness of leadership and management of the early years provision

All staff know how to identify possible indicators of abuse and fully understand their responsibility to protect the welfare of children in their care. All staff have completed safeguarding training, thereby further enhancing their knowledge and understanding. Worthwhile risk assessments aid the staff in identifying aspects of potential risks within the setting and when on outings. There are effective

recruitment and vetting procedures in place to check that staff are suitable to work with young children. On-going risk assessment evaluations make sure children play in a safe environment.

Staff work extremely well as a team and set-up an exciting and stimulating environment prior to children's arrival, which enables children to make independent choices and play freely at all times. However, resources available in the outdoor play do not always cover each area of learning. Staff have identified that this is an area for further development to enhance children's enjoyment and learning. Effective staff deployment ensures children are well-supervised at all times both inside and outside. The playgroup continually evaluates its service. They ensure they meet any recommendations raised at inspection, driving improvement to enhance the outcomes for children. All staff are committed to providing the best setting for all the children.

The playgroup has a good range of resources, which support children's play across all six areas of learning and are well used by everyone. They positively reflect the wider world to help children learn about disability, ethnicity, and other cultures. The playgroup promotes an inclusive service; they welcome all children equally, enabling them to make progress in their learning and development.

The partnerships with parents are well-established, and links with other practitioners help reinforce the consistency of care and ensures continued awareness of children's individual needs. There are good arrangements in place for ensuring a two-way flow of information between the playgroup, parents and other agencies. For example, parents provide information on their child's individual needs, care routines and any specific dietary requirements. Informal discussions enable parents to be well informed about the playgroup and service provided. Discussions with some parents and carers demonstrate that they are happy with the playgroup. Such comments made include 'great playgroup, and staff', 'all my grandchildren have attended' and 'my child does not want to leave'.

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

Children are making good progress towards the early learning goals in every area of learning. Staffs consistent engagement with the children encourages their sustained thinking and helps them to gain the maximum enjoyment and benefit from their activity.

The planning to support children's enjoying and achieving is highly consistent and well developed. The playgroup provides a series of play and learning themes throughout the year that are well used by staff to extend activities, and explore all six areas of learning. A strong aspect of the planning is the clear use that is made of children's interests and information from home, through the playgroup's effective knowledge of each child. A mixture of adult-led and environment based activities are then provided to successfully support children's next steps in learning. Each child has a learning and development folder; observations are recorded alongside photographs of the children enjoying their daily activities and samples of

their creations.

Children have good relationships with staff, as a result children's communication, language and literacy is good. Children talk confidently and build on their vocabulary through positive interaction and support from staff. Children have good counting skills and learn to count up to 10 and beyond. For example, children expertly count whilst singing 'one, two, three, four, five' and 'five little speckled frogs'. Children excitedly talk about looking for bugs and spiders. They quietly use their magnifying glasses, as they walk through grass and look under stones.

There are good opportunities for children to learn about the world they live in. They go on outings in the local community where they can nature watch or visit local areas. For example, during the inspection the local recycling lorry broke down in the playgroup car park. Children patiently observed the lorry being lifted onto a recovery truck, staff used informative language to further extend the children's knowledge of recovery vehicles. Problem solving and reasoning is well promoted, by access to a range of technology resources. Children learn how to operate digital cameras, and are consistently supported in their learning. For example, children enthusiastically take photographs of friends, staff, the recovery truck, broken down recycling lorry and other things of interest to them.

Children have a good understanding of the importance of following good personal hygienic routines. For example, children understand the importance to wash their hands before snacks and after using the toilet. Children are provided with healthy and nutritious snacks such as fruit and vegetable crudities and a savoury biscuit. Drinks are freely available for children to access at all times.

Children behave well and respond to requests for good behaviour. Appropriate strategies, according to age and stage of development, help children understand right from wrong. For example, children are reminded not to bump into others whilst riding their bikes in the garden. Children understand rules about keeping safe, as they help to keep the environment tidy and behave very well. They also begin to understand how to stay safe through fire evacuation drills because these are carried out on a regular basis.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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