

Tower Playgroup

Inspection report for early years provision

Unique reference number	136108
Inspection date	17/03/2011
Inspector	Susan Harvey

Setting address	Church Room, Thomas A Beckett Church, Pucklechurch, South Gloucestershire, BS16 9RB
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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

Tower Playgroup opened in 1967. It operates from the church room of Thomas A Beckett Church in Pucklechurch, South Gloucestershire. A maximum of 12 children may attend at any one time. The pre-school is open Monday to Friday from 9am to 12pm and 12.30pm to 3.30pm Tuesday and Thursday, term time only. Children have access to an outdoor play area.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 12 children may attend at any one time; there are currently 23 children from two to under five years on roll, some in part-time places. The pre-school can support children with special educational needs and who speak English as an additional language. They provide funded education for three and four-year-olds.

There are four members of staff and all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff at the Tower Pre-school are inclusive in their practice and children are happy. The environment is friendly and welcoming to parents and children play well together. However, children have limited opportunities to make independent decisions for themselves in their learning and the balance between child-initiated and adult-led activities is not consistent. The setting does not have a formal process in order to monitor their strengths and areas for improvement. Outcomes for children's learning and development are met appropriately.

What steps need to be taken to improve provision further?

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

- develop a process for on-going evaluation that covers all aspects of welfare and learning
- provide children with challenging and enjoyable play experiences across all areas of learning which will create a balance of child-initiated and adult-led play based activities
- make sure that children have some independence and control over their learning to keep their interest and further develop their creativity

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of their responsibility to safeguard children and take steps to eliminate risk and help children to keep themselves safe. Documents are in place that provide information, should there be a concern about a child. Children with additional needs are sufficiently supported and staff are able to identify the need for extra support. Equality and diversity is managed through activities and resources.

All the recommendations and action from the last inspection have been met, which has improved outcomes for children. The committee of parents and staff are fairly motivated to seek further improvement regarding how the setting can progress. However, there is no system in place to enable the setting to consistently monitor their progress in building on their strengths and identifying any areas where improvements can be made. The deployment of resources is satisfactory and staff ensure that children are provided with quality toys to play with. However, children have little opportunity to choose toys for themselves; these are selected by staff so children have few chances to spontaneously access toys of their choice.

Staff take time to communicate with other settings children attend. A contact book keeps them informed of the children's interests and progress; this information is used in planning activities and mostly supports children's achievements and well-being. The pre-school has a fairly positive relationship with parents and carers. Although parents and children's opinions are not yet fully explored, parents are very happy with the way the setting is organised. They are pleased that their children are happy in the small intimate group. There is a clear means of approach for parents and carers to communicate with the staff and parent committee, when the need arises. New parents are informed of their child's progress during the early days and if their child is unsettled, they receive a telephone call from staff; they are also provided with a selection of information about the setting. All parents are provided with a regular newsletter to keep them informed of what children are doing and what the theme is. They have regular access to their child's learning journal and the chance to discuss their progress at a formal meeting once a year.

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

Children are cared for in a secure environment where they can rest and play. They learn appropriate personal hygiene routines through gentle reminders from staff. Children independently wash their hands throughout the day, especially after messy play and visiting the toilet. As a result, they are learning the importance of how to prevent the spread of infection. As there is no immediate safe outside area for spontaneous play children are taken for walks each day, learning that exercise is part of a healthy lifestyle.

Children feel safe and secure in the care of the staff. Staff encourage children's

self-esteem through praise and support. Children are independent in many ways; for example, they know when they want a drink during the day and so are recognizing the needs of their body. They are able to choose what they want to eat at snack time from healthy options and easily identify their names before sitting down at the table. All children are very confident as they move around the room. They know the routine of the day and have a selection of toys to choose from, which are mainly set out by the staff. Children recognise the music to indicate time to tidy away the toys and do so with enthusiasm. They make suitable progress in developing their personal qualities; for example, taking responsibility for small tasks like registering their name on entering the pre-school to show that they are present and knowing to use an apron for painting. Mostly, children are well behaved and work harmoniously together in small groups. Staff are patient and have clear consistent strategies in place in order to help children understand the effect their behaviour has on others. Children are developing skills for the future, such as taking turns and listening to each other.

Through activities planned by the staff, children are creative. They enjoy role play while integrating with each other and staff; for example they, imagine flying to the moon in a rocket; hide in the dark shining torches around the 'den; dig for hidden objects in the sand. Children are very capable when using the computer mouse and navigating around the programmes. They are attracted to the craft table and spend time concentrating on using scissors to cut out shapes. Children enjoy singing and spontaneously sing while engrossed in other tasks. However, many of the activities are adult-led with little opportunity for children to be challenged into making their own learning decisions. Children have the chance to visit the local park and walk around the area, providing a means of linking in with the local community.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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