

Waterbeach Toddler Playgroup

Inspection report for early years provision

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Inspector Jennifer Beckles

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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

Waterbeach Toddlers Playgroup is run by a group of trustees and a voluntary management committee made up of parents of children at the playgroup and members of the local community. It opened in 1985 and operates from two rooms in a mobile building in the grounds of an old people's home in the village of Waterbeach near Cambridge. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open Mondays and Wednesdays from 9am to 11.30am and 12noon to 3pm, Tuesdays, Thursdays and Fridays from 9am to 12noon with an optional lunch club until 1pm during term times only. All children share access to a secure enclosed outdoor play area. There are currently 30 children aged from two to under five years on roll. Of these, 23 receive early years funding. Children come from the local area. The playgroup employs five members of staff, including the manager, who hold appropriate early years qualifications and one member of staff is working towards further early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Comprehensive knowledge of each child's needs ensures that staff effectively promote children's welfare and learning. Strong, secure relationships between staff and children help children to be confident with growing levels of independence. They are enthusiastic learners. Partnership with parents and other agencies help to successfully support children's learning and development. This means that children progress well. Self-evaluation helps to pinpoint priorities for development with the outcome of improved provision.

What steps need to be taken to improve provision further?

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

- provide suitably challenging opportunities for children to develop a range of physical skills in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because there are two trained child protection leaders and all staff have good knowledge of local safeguarding procedures. All records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met are maintained effectively. All staff members, including those who have unsupervised access to children are suitably vetted. Children are kept very safe because there is an appropriate number of staff to children within regulatory ratios. Risk assessments covering all areas of the setting are regularly reviewed, including the outdoor area. This means that the children

are well protected when using the resources and equipment. Children are also further protected because the setting keeps good records, including daily attendance, medication, outings and accident records.

All staff are knowledgeable about the Early Years Foundation Stage and use this well to support children's learning. The environment is well organised with use of two rooms, one of which is used for creative activities and snacks. There is a very wide range of stimulating resources for children to choose, from including computers and game software, digital cameras and calculators. Children are able to choose what they would like to play with and can access many of the resources for themselves, such as a range of construction toys, puzzles, books, pencils and stationery and home corner. This means that they are able to thrive and make good progress in their development.

The setting has strong awareness of its strengths and weaknesses. Ongoing self-evaluation, which includes input from staff and parents, reflects rigorous monitoring of what the setting does well and what it needs to improve. It constantly seeks ways to improve provision and quality of care and to this end sets itself highly relevant targets. For example, it plans to re-establish links with people who work in the community, such as police officers, fire fighters, nurses so that they can visit the setting to talk about how they help children, their families and other adults. The setting has addressed previous actions and recommendations promptly and effectively. For example, it now utilises staff and parent observations of children to inform planning and ensure that it is based on the children's interests and needs.

Staff have effective working relationships with parents and carers. Parents complete a 'Home Learning and Development' record for their children when they first start at the setting to indicate their different stages of development with reference to the early learning goals. This helps staff to know children's individual starting points so that they can plan effectively. Parents also complete a form to state their children's personal likes and dislikes, dietary and cultural needs, including any festivals celebrated. This means that parents' wishes and children's individual needs are well met. Staff share information with parents on their child's well-being and progress through development records and informal conversations at collection time. This means that parents can become involved in their child's learning and each child is soundly supported in making progress towards the early learning goals. One parent commented 'my child has come on in leaps and bounds'. Effective relationships with external organisations involved with the children are firmly established and contribute well to supporting children's welfare and learning.

The setting offers individual and caring support to children who have special educational needs and/or disabilities because they have two special educational needs coordinators to manage learning and care. For example, in terms of additional needs, children who have English as an additional language are supported by a range of visual resources, language games and puppets to stimulate language. Children are learning to develop positive attitudes towards themselves and others because staff encourage children to accept differences by talking to them about different cultural traditions and festivals which they celebrate

with the children. There is good integration of multicultural resources in the provision to help children to understand and accept difference. Staff would also challenge any discriminatory comments.

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

Children really enjoy being in this setting. They show strong levels of confidence in exploring their environment which is underpinned by familiarity with routines and secure relationships with staff. Children learn to support their own safety by showing understanding of rules, such as playing gently, being careful with toys and why they should not run indoors. Staff help children to keep themselves safe by, for instance, showing them how to use tools and equipment properly.

Children's good health is promoted effectively by the setting. They regularly wash their hands before eating and after visiting the bathroom. Snack times at the setting feature a range of fruit and vegetables which the children help to prepare and serve to the other children. Staff talk about the benefits of eating healthily, so that children know how good these types of food are for them. The all-weather outdoor surface enables the children to go outdoors on most days to get fresh air and exercise. They are developing good skills in moving in different ways, such as running, hopping, skipping, balance and physical coordination because they make use of a wide variety of outdoor resources, such as, trikes, bikes and scooters.

Children are making good progress towards the early learning goals because the setting utilises information from parents about children's individual starting points, and information from staff observations on the children to inform planning and children's next steps. These are clearly referenced to the Early Learning Goals so provide suitable challenge. Children are developing good language skills. They converse, question and negotiate during role play, talk about their experiences during group discussions and enjoy looking at their favourite stories, turning pages to talk about details in pictures and retelling the story in sequence. Older children are developing good awareness of letters and sounds, as staff encourage recognition through a range of activities, such as talking to children about sounds made by different letters as they play with letter moulds in play dough or by reading nursery rhymes during group sessions. Musical instruments are used to develop listening skills in younger children, so that they will eventually learn to differentiate sounds in words and letters. There are lots of opportunities for children to draw and write using paper, pencils, crayons and felt tip pens. They show skills in counting and learn about 2D shapes through puzzles and handle 3D shapes to learn about their properties. Children have opportunities to solve problems and think critically. For instance, during role play, children decide whether they have enough food to feed four friends and if not, they work out how much more they will need using one to one correspondence in counting. The setting promotes children's knowledge and understanding of the world through a variety of activities, including planting and growing vegetables, small world resources and using different malleable materials. Children are also gaining competent skills in using technology as they access interactive white boards to play maths and literacy games and use computers to support their learning in the Early

Years Foundation Stage. This means that children are also developing good skills for the future.

High expectations of behaviour and firm ground rules mean that children behave well in the setting. Children share, cooperate and join in during different activities. Discussion and celebration of different cultural and religious traditions and festivals help children to understand other cultures and beliefs.

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

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