

# Horsley Playgroup

Inspection report for early years provision

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**Unique reference number** 101482  
**Inspection date** 09/05/2011  
**Inspector** Jenny Read

**Setting address** Horsley Village Hall, Priory Fields, Horsley, Stroud,  
Gloucestershire, GL6 0PT  
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**Email**  
**Type of setting** Childcare - Non-Domestic

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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

Horsley Playgroup has been registered since 1993 and is one of two sites run by the same voluntary management committee. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They operate from Horsley village hall situated in the rural village of Horsley, near Nailsworth, in Gloucestershire. The playgroup have use of the main hall, entrance hall, kitchen and toilet facilities. There is an outdoor play area with grass and patio areas for outdoor play. They also use the adjacent community play area, playing field, and small woodland area. The playgroup serves Horsley village, the town of Nailsworth and the surrounding villages.

The playgroup is registered to care for 24 children in the early years age group at any one time. There are currently 38 children on roll aged between two years and five years. The playgroup receives funding for the provision of free early education for children aged three and four. The playgroup supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The playgroup is open on a Monday between 9.30am and 3pm and a Wednesday between 9.30am and 12.30pm during school term times only.

The playgroup employs five staff members to work directly with the children and a support worker. All staff hold appropriate early years qualifications. The play leader has achieved Early Years Professional Status and the deputy is qualified to level 3 in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Good emphasis is given to promote positive outcomes for children. They are made to feel special and fully integrated, displaying high levels of confidence and self-esteem. Key daily routines are used intelligently to support and promote children's learning, health and safety. Partnerships are well established and make a strong contribution to children's achievement and well-being. Robust and inclusive systems for self-evaluation bring about sustainable improvements for children. Action plans for future development are realistic and challenging, demonstrating the playgroup's strong commitment to continuous improvement.

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

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

- develop understanding of safeguarding children issues and be able to

implement the safeguarding children policy and procedures appropriately .

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

The premises are safe and secure. Staff supervise the children closely and are vigilant and safety aware. Records, policies and procedures, including those for safeguarding children, are in place as required to support children's care and the efficient and safe management of the playgroup. Staff have been suitably trained in safeguarding children and demonstrate satisfactory knowledge of child welfare issues and the procedures to follow. Children are happy, achieve well and their development is good as a result of the environment, resources and planning taking place. Displays of photographs and children's work values their achievements and creates an inviting and welcoming environment. Good use is made of recyclable materials and resources to help promote a sustainable environment. Staff continually review the presentation and organisation of the broad range of resources. For example, changing how mark-making materials are presented is readily encouraging children's access. This ensures the resources and environment are conducive to learning.

The playgroup is improving outcomes for children and takes effective steps to close identified achievement gaps. The high numbers of staff present have good knowledge of each child's background and needs. They work closely with parents, colleagues and other agencies supporting the children to ensure information is regularly shared and used to promote children's achievement and wellbeing. Effective use of individual educational plans and observations enable staff to effectively plan for and support those children with identified needs. Learning key words in children's home languages and celebrating different festivals is helping children begin to understand the society in which they live. Highly positive relationships with parents are well-established, thereby ensuring each child's needs are met. Parents take an active part in the playgroup and their children's learning through progress meetings and reports, attending parent helper duty and participating in various events throughout the year.

The enthusiastic and highly committed management team communicate ambition and drive and secure improvement well. They continually review practice on a daily basis, liaising with staff and parent helpers throughout the session to help guide, discuss and review routines, activities and practice issues. This is helping to inspire the enthusiasm of staff to develop their practice. Staff meetings, appraisals and weekly evaluations successfully address key areas for development, enabling the management and staff team to maintain continuous development. As a result, actions taken are well-chosen and impact is evident in children's enjoyment of the newly created forest school environment, using a local small wooded area. Children and parents have good opportunities to share their views about the provision and staff use these successfully to inform important decisions about the playgroup.

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

All children make good progress towards the early learning goals in all areas of learning. Most children display a strong sense of belonging and security within the setting and all appear settled and happy. When playing with the skittles and farm yard, children take initiative, working well independently as well as collaborating and co-operating with their friends. They make their own rules with the skittles and negotiate well as they use their imagination and first-hand experiences to develop their play. Their behaviour is good and children are beginning to show a good awareness of responsibility within the group, for example, showing maturity and sensitivity when informed by staff that their play, with the lion dressing up outfit, was upsetting some of their younger friends.

Children learn to adopt healthy habits and take an active part in meal time routines. They take it in turns to count the numbers of children present on their table at snack time and collect the correct number of cups and plates, learning and using mathematical language, such as more and less with increasing accuracy. Meal times are a social time and actively encourage children's independence as they help to wash their own plates and cups at lunch time. Children know hand washing routines well and willingly engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Most children know safe action to take in an emergency and competently highlight the dangers and hazards and safety rules at forest school, independently of adult prompts.

They eagerly talk about finding sticks to build their den and recognise that their seeds and plants need water to help them grow. Good questioning from staff is actively encouraging children to problem solve and develop the skills they need for the future. Children are made to feel special because staff know their individual needs very well and place strong emphasis on nurturing their emotional wellbeing. This gives children the confidence to express their feelings in a safe, supported environment. Beginning to self-register and find their individual named coat peg fosters children's self-esteem and enables them to feel a sense of belonging. Children are confident speakers, readily share news and use their imagination well to create their own stories. Children squeal with delight as they excitedly join in singing their favourite songs, using props and actions successfully to help recall and repeat parts of the song.

Children's comments and own story telling is recorded and staff make good use of observations to help inform assessments and children's progress. A diary of children's interests and children's own planning boards are used well to inform future planning. As a result, children are active, inquisitive learners who show great curiosity and desire to explore and investigate their surroundings. The broad range of stimulating activities successfully challenges their learning because children's next steps are mostly integral to the planning. Staff are very flexible, adapting activities and resources instinctively to meet and extend children's needs and interests. This is exemplified when they challenge more able children's mark-making skills by encouraging them to design and create posters and signs and

enabling them to independently record how many skittles they knocked down.

## 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	3
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

<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

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