

# Anglesey Playgroup Committee

Inspection report for early years provision

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<b>Unique reference number</b>	229135
<b>Inspection date</b>	17/10/2011
<b>Inspector</b>	Adelaide Griffith

<b>Setting address</b>	Nursery Road, Hockley, Birmingham, West Midlands, B19 2YA
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<b>Type of setting</b>	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**

Anglesey Playgroup is run by a committee and was registered since 2000. It is attached to but not managed by Anglesey Junior School. The playgroup operates from one large room which is the former community room of the school. The playgroup serves the local area and has strong links with local schools. The playgroup also has links with the Children's Centre. The playgroup is accessible to all children and there is a fully enclosed area available for outdoor play.

The playgroup opens Monday to Friday during school term times. Sessions are from 9 am to 12 noon and from 12.30 pm to 3.30 pm. Children are able to attend for a variety of sessions. A maximum of 15 children may attend the playgroup at any one time. There are currently 13 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The group employs two members of child care staff. Both hold appropriate early years qualifications to degree level. The group receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children flourish in the playgroup and make significant progress in their learning and development. On the whole, their welfare is extensively safeguarded. Children's diverse needs are identified at an early stage and addressed superbly. The self-evaluation process is embedded and there is considerable capacity to maintain continuous and sustainable improvements. The manager and staff work successfully with parents, external agencies and other early years providers to ensure that children get the support they need to achieve consistently good progress from their starting points.

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

To further improve the high quality early years provision the registered person should consider:

- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety.

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

Procedures to protect children from harm are very well understood and addressed by the designated person for child protection. Rigorous recruitment procedures and a thorough induction programme ensure that adults working with children are suitable to do so. There is a significant commitment to safeguard children ensuring that they are kept safe on the premises. Although staff systematically carry out risk assessments for outings sufficient detail is not always included to identify all potential hazards. This means that children's well-being may be compromised at times.

There is a shared vision to provide the best possible environment that ensures children have a very good foundation to become able learners. This includes how opportunities to ensure sustainability can be explored effectively. The manager has a dynamic approach and consistently seeks to improve the provision through continuous review of practice. For example, she has extended information in learning journals to provide parents with a comprehensive picture of their child's development. The manager is very responsive to parents' suggestions and monitors their view of the provision through regular questionnaires. Children's contribution to the planning and review of activities is actively encouraged and their suggestions are implemented fully. Frequent meetings with other agencies contribute to the process of self-evaluation. For instance, new knowledge of strategies and processes is acquired to raise the standard of care and learning substantially.

Parents express immense satisfaction with the service offered. In particular, they cite the rapid progress their child has made in a short period. The manager's proactive approach in ensuring that referrals are made to external agencies and the continual support successfully meets the individual needs of children's. Parents are unmistakably empowered to support their child's learning. For example, staff from the local library model the reading of stories and parents have opportunities to participate in other activities in the playgroup. This means that their understanding of children's learning is superbly promoted. Before children start in the play group staff focus on creating a firm foundation for building relationships. This is achieved through home visits which facilitate the transition process into the playgroup. Key strengths of the playgroup include the expertise in supporting children with special educational needs or disability and those who speak English as an additional language. They work extensively with external agencies and other early years providers to address children's individual needs. The provision is well organised and resources including staff and equipment are deployed very imaginatively to support children's care and learning.

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

Staff have a highly developed understanding of the Early Years Foundation Stage and provide a highly stimulating environment to promote children's learning. For example, problem solving skills are actively encouraged by hiding numbers in a cornflour mixture. This means that imaginative teaching methods promote the ability to recognise numbers through a challenging activity. Learning is extended because links are made consistently with what children know. Children demonstrate their clear understanding of healthy foods which they have purchased at local shops. They clearly explain the difference between good and bad foods. Learning is reinforced through low displays at the breakfast bar and the implementation of the healthy eating policy. Children's social skills and ability to communicate with others are rapidly enhanced because snack time is also an opportunity to promote talking and active listening. All children are developing independence as they put on outer garments unaided or with little assistance. They work exceptionally well on their own or with peers showing co-operation skills.

Children enjoy boisterous play outdoors with cars and bikes. They also access other available equipment. For example, they confidently express understanding of the world around them as they use telephones and engage in pretend conversation with parents. Some children have highly developed knowledge of letters. Staff provide challenges through matching exercises, writing own names and the recognition of letters in the names of peers. For those children who are at a different stage activities are adapted according to their ability. For instance, there is a proactive approach to promoting communication skills. Specific visual aids are used to reinforce children's understanding of the daily routine and to express their feeling. This method works exceptionally well for children with special educational needs and those who speak English as an additional language. Assessment through high quality observations is rigorous and the information gained, is used very effectively to guide planning and children's individual learning.

Practitioners are highly skilled and sensitive in their management of children's behaviour and their consistent approach ensures that children know what is expected of them. On a daily basis children participate in discussion about keeping themselves and others safe. On a wider scale they also learn about safety through visits of the fire service to the playgroup. All children have a strong sense of security because adults ensure they are well integrated in the environment that reflects their background. Adults help children to understand the society in which they live through an interesting selection of resources that raise their awareness of diversity. Children benefit from a rich variety of experiences that promote underpinning skills for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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