

Eastington Playgroup

Inspection report for early years provision

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| Unique reference number | 101782 |
| Inspection date | 15/11/2011 |
| Inspector | Lorraine Sparey |

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| Setting address | OHMG Building, Snakey Lane, Eastington, Nr Stonehouse, Gloucestershire, GL10 3AQ |
| Telephone number | 07977342742 |
| 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

Eastington Playgroup opened in the 1970's and is based in the Owen Harris Memorial Ground building in the village of Eastington. It is run by a management committee of parents. The children use the main hall and have access to a secure outdoor area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 30 children may attend at any one time, of these, 30 maybe in the early years age group. There are currently 22 on roll, all of these children are in the early years age group. The setting receives nursery education funding the children aged three and four years. Children with special educational needs and/or disabilities and those who learn English as an additional language are supported.

The playgroup opens four days a week during term time. Sessions are Monday to Thursday from 9am until 3pm. A team of three early years qualified staff work with the children. The playgroup is a member of Gloucestershire's Parent and Toddler Association (PATA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely eager to learn and thoroughly enjoy participating in a broad range of stimulating activities. Highly skilled and enthusiastic staff clearly know the children's individual needs well, respecting their uniqueness. Consequently, children generally have opportunities to learn to respect and value others, and are making rapid progress in all areas of their learning. All recommendations from previous inspections have been successfully addressed promoting high-quality outcomes for children and demonstrating a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- the provision of positive images with regards to disabilities to help children to become aware off and embrace differences.

The effectiveness of leadership and management of the early years provision

Highly effective systems ensure that children are kept safe. All staff and some of the key people on the committee have attended training ensuring their knowledge is relevant and up-to-date. They are confident to describe possible concerns and highly effective procedures, to follow in the event of a concern being raised with regard to children's welfare. Rigorous and robust recruitment and vetting procedures enable the committee to be sure that adults working with the children are suitable to do so. Training, risk assessments and daily safety checks result in children's health, safety and general well-being, being successfully promoted.

Extremely effective systems are in place to monitor and evaluate the whole of the provision enabling; parents, committee, children, staff and management to be fully involved in the decision-making. Regular meetings between the staff and committee support effective communication. As a result any issues are quickly resolved and implemented. For example, the early years' advisor suggested creating a comfortable area for children in the outside area. Staff have already put comfy cushions and a small child sized settee but recognise to fully promote children's interest they need a cover. After discussion with the committee they have agreed to raise funds for this. Committee and the staff they have a clear vision for the playgroup to provide the best quality care and education. Staff actively visit other groups and use this as an opportunity to share good practice. As a result of a recent visit a member of staff suggested children have outdoor wet weather clothes. Children can independently put these on when they want to go outside in all weathers or play with the water play in the outdoor area.

There is an extensive range of high quality toys and equipment which children are able to freely choose from. They have a good range of resources to promote children's understanding of respecting and valuing others. As a result children are confident in making independent choices in their play and learning. Staff support children exceptionally well and have high expectations for them, resulting in the children succeeding in developing their confidence and their self-esteem. Staff are extremely committed and successful in narrowing the achievement gap for all children.

Highly effective partnerships develop with parents and carers. They receive high quality information when they initially register their child and are encouraged to be fully involved in the committee and the playgroup. Parents are encouraged through a variety of ways to be fully involved in their child's learning. An excellent communication book provides an effective method of keeping parents fully informed of what their children have been doing. This can also be used to share with other early years providers that the children attend to ensure a consistent approach to their learning. Parents write comments about what their children have been doing at the weekend, providing valuable information about children's progress. Parents bring their children from far and wide because they value the excellent activities. Parents report they particularly enjoy reading their children's 'magic moments' book. They value the opportunity to take their child's learning journey home to share with other family members. Highly effective partnerships

are developed with other early years' providers and professionals to ensure children reach their full potential. As a result children with additional needs are exceptionally well supported.

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

Children thrive in the rich and stimulating environment. Staff work exceptionally hard to create excellent learning opportunities for children. All areas of the playroom are superbly well resourced, and as a result children are eager to participate in the activities. For example, the role-play area changes linking in with children's interests. Previously the area was presented as a fire station and during the inspection it had become a hospital. Children thoroughly enjoy exploring oxygen masks, stethoscopes and blood pressure monitors. Their language is developing exceptionally well as staff use the correct terms for the equipment and support children's understanding of how to use it correctly. Children confidently use their imagination developing their own ideas. For example, several children climb into a cardboard box pretending it's a boat and they are travelling to Africa. A member of staff extends their learning by asking about what type of animals they can see. Children eagerly sort through the box picking out an elephant, giraffe and zebra. Member of staff develops their understanding further by explaining how about how the animals roam free on the African plains nibbling the leaves.

Children's behaviour is excellent given their age and stage of development. They know and understand expectations and boundaries. Staff are extremely positive role models and give children clear messages to help them understand these. For example, some children require support with sharing and staff provide a sand timer. The children recognise that once the sand has moved through it will be their turn. Lots of praise and effective reward systems also support children in this process. A child delights in telling a visiting adult 'I'm getting a hand stamp because I've been sharing'. Overall, children learn to respect and value each other through excellent projects and celebrating a variety of festivals such as Diwali and Chinese New Year. However, opportunities to use resources promoting disabilities are not always fully promoted.

Staff are exceptionally knowledgeable with regards to the Early Years Foundation Stage framework and how young children learn and develop. Staff undertake observations and have recently developed exceptional planning linked directly to children's individual interests. Staff have recently attended training on retrospective planning and this is clearly had a positive impact. Ongoing information gathered from parents enable staff to effectively plan. A parent commented that they had thoroughly enjoyed reading their child's learning journey and it had given them an excellent insight into what their child achieves at the playgroup. Consequently children are making rapid progress in all areas of their learning and development.

Children automatically follow excellent hygiene routines. They know to flush the chain and wash their hands without being prompted. A child tells the visiting adult 'we need to wash away the germs'. Children benefit from healthy and nutritious snacks which are varied to introduce new foods for the children to try. They have excellent opportunities to play in the fresh air as they move freely between the indoor and outdoor environment. They practice their physical skills through climbing in the adventure playground next door or running on the large playing fields. Children know how to keep themselves safe. A parent wrote in the child's magic moment's book about how they had held the sparkler safely because they had taken part in a project in the playgroup. They regularly participate in evacuation procedures to enable them to become familiar with what to do in an emergency.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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

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| 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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