

Pyrford Playgroup

Inspection report for early years provision

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Inspector Hazel Farrant

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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*.

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Description of the setting

Pyrford Playgroup registered under the current private ownership in 2011 but is a long established group. It operates from Pyrford Memorial Village Hall in Pyrford Village, near Woking, Surrey. Children mainly use the large hall but sometimes have access to a smaller room too. There is a secure outdoor area for play. The group makes regular use of adjacent cricket fields, but these are not part of the registered premises. The group operates Monday to Friday from 9am to 12 noon during term time only.

The playgroup is registered on the Early Years Register. A maximum of 29 children in the early years age range may attend at any one time, none of whom may be under two years. There are currently 38 children on roll in the early years age range. The group has systems in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. There are six members of staff including the owners. Four of these hold full and relevant qualifications, including qualified teacher status. The group provides free early education to children aged three and four years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress within the Early Years Foundation Stage because knowledgeable staff deliver a wide range of opportunities to help children enjoy their learning and achieve well. Overall, good consideration is given to inclusive practice, enabling children's individual needs to be effectively met and fostering a sense of belonging. Partnerships are well established with parents, although links with other providers are not yet established to promote continuity of care fully. Evaluation procedures are ongoing and effectively promote continuous improvements to the provision.

What steps need to be taken to improve provision further?

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

- develop the promotion of inclusive practice, for example by displaying key words in children's home languages around the pre-school learning environment
- develop systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early

Years Foundation Stage to help support and extend children's developmental progress, learning experiences and current interests.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff are experienced and fully aware of the procedures to follow to report any allegations of safeguarding concerns or issues. Confidentiality is respected, and all staff are committed to collaborative working in order to protect children. Children play safely because risk assessments and safety checks are detailed and are maintained effectively by vigilant staff. Potential hazards are noted and acted upon to minimise any risk to children. Recruitment procedures are robust, and staff files contain evidence of all required suitability checks being undertaken. All required documentation is in place and accessible for inspection. Equality and diversity is a key priority of the group. Detailed information relating to children's preferences and individuality is gathered so that staff can support new children and their families appropriately.

Parents and carers receive detailed information and are kept well informed through daily conversations, notices and formal discussions. Parents remark that staff are 'very caring and nurturing' and that they are very happy with the care and education their children receive. Detailed information relating to children's routines, preferences and individuality is gathered so that staff can support new children and their families appropriately. The group fosters positive relationships to promote family involvement and learning by encouraging parents and carers to come into the group to share their skills and knowledge. Settling-in procedures are well considered and flexible. The group has a satisfactory understanding of the importance of the exchange of relevant information with other provisions when a child receives education and care in more than one setting. However, there is no process currently in place to establish these links in order to help support and extend children's developmental progress, learning experiences and current interests.

Despite being a new provision, the group has established a good foundation in delivering quality care and education because of strong, determined leadership and teamwork. Good, careful consideration is given to ensuring space is used effectively, including a well-resourced outdoor area. Good quality, sustainable resources and equipment are available throughout the setting, resulting in a very welcoming environment. Evaluation systems and future plans illustrate clear focus and a vision of further improvements that the group wishes to make. Effective support systems are in place from the management team, illustrating clear lines of accountability and commitment to ongoing improvement.

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

Children achieve well because staff have positively embraced the Early Years Foundation Stage by providing a variety of learning opportunities. A new observation and assessment system is currently being introduced in order to promote 'the unique child'. As a result, planning is effective and provides children with experiences of a variety of activities, which are engaging and challenging. Developmental records give a good overview of progress and are used to support individualised planning which is shared with parents and carers. Children behave very well and play contentedly throughout this welcoming playgroup. Children help to tidy away resources into trays and boxes, which are labelled to help them do so independently. Although there is labelling around the learning environment, key words in children's home languages are not evident.

Children demonstrate good social skills and confidently talk about what they have enjoyed taking part in during the session. Problem solving and number skills are evident as children count the number of dolls, confidently counting up to eight. Children have daily opportunities to build their confidence in using information and communication technology skills. They are able to skilfully use a range of resources such as a computer, cause-and-effect toys, programmable resources, recording devices and cameras. Children thoroughly enjoy using paints, using large brush strokes while painting at the easel and fine brush strokes as they decorate their festive gifts to take home. Children have access to a good range of creative materials. They particularly enjoy model-making in two or three dimensions with materials such as clay or dough. Children are developing a good understanding of the wider community. Children develop a good understanding of diversity through planned activities and discussions. For example, children learn how pasta is made to help their understanding of foods from different countries. Overall, children are developing good skills to support their future learning.

Children's welfare is given good consideration because detailed policies and procedures are in place to support children in the event of an accident or emergency. Children enjoy a good range of healthy foods at snack time. They have a choice of drinks including milk or water. Children help one another to pour drinks and serve fresh and dried fruit. They are encouraged to take responsibility for their own safety as they take part in fire drills and are reminded to take care when climbing on the outside apparatus. Children very much lead their own play because staff act upon children's requests for additional resources. For example, children request the 'fire fighters' resource box while playing outside during a role-play activity. Children also have access to a wide range of resources which provides continuous provision in the outside area. Children dig in the wet sand with scoops and tractors while other children piece together a large floor puzzle. They demonstrate good coordination skills while using the climbing frame and when manoeuvring prams and cars around the play environment.

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	3
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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