

Abbeymead Under Fives Playgroup

Inspection report for early years provision

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Inspector Sandra Croker

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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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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

Abbeymead Under Fives Playgroup opened in 1992. The playgroup is managed by a committee of parents and carers. It is located in the grounds of St. Phillips and St. James Church in Hucclecote. The playgroup operates from two large playrooms, a kitchen and toilet facilities. Children have access to an enclosed outside play space. The children attend from the local area.

Abbeymead Under Fives Playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 24 children from two years to the end of the early years age group, at any one time. There are currently 61 children from two and a half years old to four years old on roll. The playgroup provides funded early education for two, three and four-year-olds. Children attend for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup opens five days a week during school term times from 9.15am to 11.45am. Extra sessions for pre-school children are run on Mondays to Thursdays from 12.15pm until 2.45pm. There are five staff employed to work with the children; of these, two have an early years qualifications at level 2 and three have early years qualifications at level 3. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress towards the early learning goals. This is because they play in an overall, stimulating learning environment that meets all children's needs. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Leaders and managers communicate ambition and drive and secure improvement well. There are effective arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Exemplary partnerships with parents and other professionals ensure continuity of care and positive outcomes for the children.

What steps need to be taken to improve provision further?

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

- enhance opportunities for children to independently select and use resources outside
- enhance the use of visual signs, symbols, notices, numbers and words in the

outdoor environment, to support children in beginning to read and write.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures and strong recruitment strategies assess the appropriateness of staff working with the children. Staff fully understand their safeguarding responsibilities, so that children are secure and cared for in a safe and sheltered environment. Comprehensive risk assessments make sure effective actions are taken to minimise or remove hazards to children. A designated health and safety officer ensures these are continuous. Self-evaluation takes account of the staff team and accurately identifies the strengths and weaknesses of the playgroup. Constant reviews of the quality of the playgroup take place through discussion with children and parents. Leadership and management are confident about what the playgroup needs to do to improve further and have been effective in making and supporting developments. Staff plan well and have a good understanding of their roles and duties. A thorough range of policies and procedures guide staff practice and are used successfully to promote children's health and ensure their welfare. Overall, the playgroup is a stimulating and enabling environment which promotes children's independent learning. Resources and equipment are clearly labelled and allow children easy access inside. However, resources are not easily accessed by children outside. Generally, there are exciting opportunities for children to make choices and to take shared responsibility for their own learning and play.

Extremely effective partnerships are fostered with parents. They are provided with high-quality information about the setting. Excellent relationships help to ensure that children settle and feel secure. Parents are very well informed regarding their children's care and learning and can speak to their child's key worker at any time. They are regularly asked to contribute to their child's learning programme. Good records of children's learning demonstrate the effective insight that key workers have, regarding individual children's needs and stages of development. Managers and staff demonstrate an excellent commitment to working with external agencies to support the inclusion of all children. There are very strong and well established channels of communication between all agencies. This successfully promotes individual children's learning, development and welfare. Effective use is made of advice. Support is given from the local authority, speech therapists, advisory teachers and health visitors.

Staff show good attention and understanding of equality and diversity, allowing them to provide a service which is inclusive to all. Detailed information is acquired from parents initially, when settling in. This is to ensure that staff are fully attentive of and can meet children's individual needs. The playgroup has established highly productive links with school and highly effective liaison with other agencies assisting children with specific needs. Knowledge is shared with families needing further support.

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

Children are happy and settled and understand the routines of the day. They demonstrate good levels of independence and a willingness to tackle self-chosen and adult-led play. The playgroup is attractively presented and offers an overall, stimulating environment for children. Staff use spontaneous and focused observations consistently to help in planning next steps. This is so that activities are appropriate to each child's stage of development. They record and track children's progress systematically. Carefully planned activities take into consideration the individual interests of children and offer new and interesting challenges across all areas of learning. There are daily opportunities for outdoor play. Children are constantly praised and their achievements valued. This helps them develop an understanding of expected behaviour, like being kind, sharing toys and taking turns. Children are highly motivated and interested in the activities and resources available to them. They show good levels of concentration and play purposefully. Children are consistently well behaved. There are good procedures in place to support those families with English as an additional language. Involvement from other professionals has allowed staff to develop highly effective programmes, when working with children with additional requirements.

Children's language is good. Staff model language effectively, increasing children's vocabulary and encouraging the children to think critically. For example, children form shapes from modelling material. Staff interact effectively with the children. They build up the body of an animal from the modelling material and ask children to name the body parts which are not yet made. Children enjoy playing with a garage, cars and small world figures following staff's instructions to put items in different places, and to find additional play pieces. Children become very involved as they play cooperatively together with wooden horses mounted on sticks. They push each other responsibly forwards and backwards on a wheeled horse waiting patiently for their turn. Children make marks on paper to represent a list of things they would love to receive as gifts. Children use language well to describe the fruit that they share at snack time. Staff ask questions that deepen children's understanding. For example, children throwing different sized balls towards a netball post are asked which ball was easier to throw. Staff thoughtfully make the most of diversity to help children understand the society they live in. Positive images in the daily environment promote children's awareness of difference and diversity. Children match shapes confidently into puzzles and use shape names accurately. Children confidently recognise numerals and count during their independent play. They use developing mathematical ideas well when enjoying number songs and rhymes. These enable them to learn, experiment and practise their skills. Children show delight as they talk about their colourful paintings collected in piles ready to take home. The playgroup environment has resources that enhance the good development of children's skills for the future. Children are very involved as they play on the computer. Children use the computer effectively to select shapes on the computer screen and match them. They select pictures of animals and match them to their silhouettes. Children's knowledge and understanding of the world around them is promoted through daily play resources, and their involvement in a range of activities, which look at different celebrations

and cultures from around the world.

Children's independence is promoted well. They decide for themselves which fruits to eat and pour their own drinks. There are attractive quiet areas for children to sit and read books, which supports their literacy development. However, there are less opportunities outside to support children to begin to read and write through the use of visual signs, symbols, notices, numbers and words. Good hygiene practices are promoted. Snacks are well balanced and nutritious. Children are confidently learning about how to take risks within a safe environment. They have good opportunities for physical exercise where they can improve their balance, jumping and climbing skills.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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