

Horsley Playgroup - (School site)

Inspection report for early years provision

Unique reference number	101770
Inspection date	07/02/2012
Inspector	Mrs Jennifer Cutler

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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

Horsley Playgroup has been registered since 1998 and is on the Early Years Register. It is one of two sites run by the same voluntary management committee in the village of Horsley near Nailsworth, Gloucestershire, and serves the town of Nailsworth and several local villages. The Playgroup operates from Horsley Primary School and is registered for 20 children between three and four years of age. All are in receipt of early years funding. It operates on Tuesday afternoons in term time between 12.30pm and 3pm. The session is specifically for children who are in their pre-school year and are likely to be attending Horsley School. There are currently 15 children on roll. The Playgroup welcomes children with learning difficulties or disabilities and those for whom English is an additional language. It is based in the reception classroom and has the use of the school's outdoor play facilities. Other areas of the school are used at the leader's discretion. A team of four staff are employed. The leader has Early Years Professional Status and is a Lead Practitioner. The deputy is qualified to level three, and one other member of staff is qualified to level 2. The staff are supported by parents and carers, who volunteer to work in the Playgroup on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Horsley Playgroup is an outstanding setting because all the children make excellent progress in all areas of learning. They are very well prepared for the transition to the primary school. The children have excellent opportunities to take part in exciting role play, which stimulates their imagination and promotes excellent language development. The manager is not complacent and is rigorous in her evaluation of the setting. She is keen to enhance provision further by encouraging her colleagues to continue with their professional development. A real strength of the Playgroup is the way in which it includes all the children and prepares them for life in a diverse and multi-cultural society.

What steps need to be taken to improve provision further?

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

- identifying more training opportunities, and support staff in improving their qualifications, in order to further enhance the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Arrangements for protecting children and keeping them safe are excellent and a high priority for staff. For example, the manager has ensured that all adults have had appropriate suitability checks and have attended child-protection training and first-aid courses. The staff carry out regular risk assessments on the building and resources. Consequently children are happy and can learn in a safe environment. The building and resources are of high quality and shared with the reception class. The delightful outside area enables children to play safely and develop their imagination. Staff encourage children to cooperate; for example, as they dance under a Chinese dragon. The playground also provides children with exciting physical challenges which help them develop strength, skill and physical confidence. Children regard playschool as part and parcel of coming to primary school. Hence the transition is seamless and has a positive effect on children's attitudes to school life and learning.

The manager has drive and ambition. She has successfully addressed the areas for improvement identified in the last inspection. She is a lead practitioner and an assessor for other Early Years professionals. She stays abreast of current developments and is a member of a steering group looking at inspiring and creative play. To this end, the manager encourages staff to maintain high standards by attending professional development courses. She is not complacent, rigorously evaluates the progress of the playgroup and encourages her team to participate in training to maintain improvement.

All documentation is rigorously organised. Planning shows an appropriate division between adult-directed and child-initiated activities. Consequently children are able to follow their own interests as well as being guided by adults. For example, excellent, well illustrated learning stories show photographs of children engaged in exciting activities which encourage them to explore and investigate. Assessments record what children know, understand and can do, and note the next steps for learning. Careful planning ensures that gaps in children's knowledge and understanding are filled, which means that most make excellent progress.

The playgroup is outstanding in the way it includes all children. Individual needs are catered for exceptionally well. Children with special educational needs or physical difficulties and those with English as an additional language receive the support they need because the manager calls on outside agencies whenever necessary. The manager and her staff are justly proud of the successful inclusion of all children. Individual education plans are excellent. They are monitored and evaluated to enable children to make the best possible progress. Staff also ensure that other settings receive information about children so that their very good progress is not hindered by a lack of communication.

There are excellent links with parents and carers, who are very supportive of the play group. They are enthusiastic about the activities their children are involved in. Surveys and questionnaires help the manager gauge successes and areas for development. Parents and carers have many opportunities to learn about their children's progress, such as parents' meetings. Information is easily available. Many parents also volunteer to help during playgroup sessions. The excellent

procedures for securing the well-being, learning and development of all children are at the heart of this successful relationship.

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

All children in this outstanding, inclusive playgroup make excellent progress in all areas of learning because they are happy, safe and secure. They enjoy coming to playgroup and are very willing learners. Parents and carers are extremely supportive, and appreciate the way in which the manager and her staff value their children's individual traits. As a result of this fully inclusive approach all children make very good progress in their personal and social development. As a consequence they cooperate, learn to share and are kind to one another. Any disagreements are discussed with the children, who learn to resolve disputes in an amicable way. They help one another at snack time. They are able to collect their biscuit and fruit, and independently pour out their own drink. When one child spilt her milk another, without any prompting, kindly poured her friend some more. The children know about simple hygiene routines and learn about cleaning their teeth after eating sweets. They listen carefully and join in conversations in a mature manner. Because the adults give them lots of opportunities to listen to imaginative stories or join in creative role play the children contribute lots of ideas. This has an excellent influence on the development of their language skills. Children enjoy acting as lions and jaguars, and hide from the Chinese dragon when playing outside. The adults are good at organising exciting role-play situations which fire the children's imaginations. The innovative adaptation of the story 'We are going on a bear hunt' to 'We are going on a dragon hunt' enabled the children to join in enthusiastically, especially as they had been learning about Chinese New Year. In these situations learning is meaningful for the children. They learn about other cultures and traditions, and are prepared for life in a diverse society.

Adults make the most of every situation to develop children's mathematical skills when the register is checked. Creative activities such as rolling the playdough and cutting the dough shapes develop children's skills with scissors. Making Chinese lanterns helps children to solve problems when they need to find a way to attach a loop to the top of the lantern. Children show exceptionally good concentration. They persevere with activities and spend considerable amounts of time painting, using the computer and doing puzzles. Adults intervene at the appropriate time to assist or help them. They chat to the children in a relaxed way and, because relationships are excellent, the children are confident, independent and willing to try things and take risks. This exceptionally good approach develops children's attitudes to learning that stands them in good stead for the next stage of their education.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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

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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