

Whaddon Under 5's Playschool

Inspection report for early years provision

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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*.

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

The Whaddon Under 5's Playschool was reregistered in 1997. It operates from the main hall, smaller room and enclosed outside area of the village hall in Whaddon, on the outskirts of Milton Keynes. Children attend from the village and surrounding areas. The play-school is open Monday, Tuesday, Wednesday and Friday from 9.30am until 12.30pm and on Thursdays from 9.30am until 2pm, term time only.

There are currently 30 children on roll aged between two-and-a-half and four years. The play-school provides free education for children aged three and four.

The play-school employs three members of staff, all of who hold appropriate qualifications at level three or four. A parent/carers committee manage the running of the play-school.

The play-school is accredited with the Preschool Learning Alliance. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the play-school and are generally making satisfactory progress in their learning and development. Staff plan a varied range of activities and resources for children to enjoy. The play-school acts on advice and the self-evaluation procedure sufficiently identifies further areas for development; this demonstrates a sound capacity to sustain continuous improvement. Procedures are in place to help to keep children safe although not all required records contain sufficient detail or maintain confidentiality. Staff develop appropriate partnerships with parents, and others supporting the children when appropriate. They sufficiently monitor children's progress to plan for children's needs, but do not always develop children's independence or seek information to help identify their starting points.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of accidents and first aid treatment;
inform parents of any accidents or injuries sustained by the child whilst in the care of the provider and of any first aid treatment that was given (Safeguarding and promoting children's welfare) (also relates to both

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- parts of the Childcare Register)
- update the record of risk assessment to clearly state who it is carried out by. (Documentation)

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

- develop the two-way exchange of information with parents when they first start at the setting to identify children's individual starting points
- provide opportunities for children to make decisions and think things through for themselves to develop their independence
- organise incident records so that confidentiality is maintained.

The effectiveness of leadership and management of the early years provision

Appropriate induction procedures make sure that those who work with children understand the provision. Staff undertake training to develop their knowledge of how to keep children safe and all required policies and procedures are in place. However, there are some breaches of specific legal requirements. Risk assessment records fail to state clearly who was responsible for conducting the risk assessment. Accident records do not always include the full name of the child involved and the time of the accident, and copies are not always given to parents to ensure they are fully informed. Staff record incidents, but as there are several logged on each page this compromises confidentiality when shared with parents. Leaders and managers are motivated to seek further improvement and set accurate targets based upon assessment information. Recent difficulty in recruiting new committee members has unsettled the running of the play-school and led to a refocus of key priorities. Staff use the self-evaluation process to bring about improvements for children and demonstrate a willingness to maintain continuous improvement by suitably tackling recommendations raised at the previous inspection.

Resources are adequate to support children's learning and development and activities reflect all areas of learning. Appropriate staff deployment means that children are safe as they move freely between the inside and outside areas. Children are able to move resources around the environment as they follow their individual interests.

Planning usually reflects the interests of children because staff undertake careful observations. However, staff do not always seek information about children's starting points to support this further. Staff promote equality and diversity by introducing children to different languages at register time. Books also support children's learning about diversity and the wider society in which they live.

The play-school develops close links with the local school, whose staff visit on a regular basis. By working in partnership with development workers from the local authority, the play-school is able to develop plans to support children's development, achievement and well-being. Partnerships with parents are positive. Parents are able to join the play-school committee and have direct involvement in decision-making about the play-school. The play-school further seeks parents' views by issuing questionnaires and providing an anonymous suggestion box in the

entrance. The staff communicate information about how well children are achieving and developing by holding regular parents' evenings.

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

Children enjoy their learning at the play-school because they have developed warm and trusting relationships with the adults who care for them. Most children are making satisfactory progress in relation to their individual capabilities and starting points. Children explore a range of suitable resources that support their learning and offer them sufficient challenge. Although resources are available for children to select for themselves, they are not yet independently active in their own learning. They frequently ask adults what they should do next and need encouragement to move onto different activities.

Staff use a number of methods to help children to develop their understanding of turn-taking, such as through the use of sand timers. As a result children are beginning to develop cooperation skills. Children have the ability to make choices about what they learn because trolleys with resources are available. The development of skills in using information technology is encouraged as children enjoy computer programmes designed to support their numeracy and literacy skills. During registration time children further develop their understanding of numeracy by counting how many children are present.

Children are happy, settled, display confidence and self-esteem while at the play-school. They join in with the daily routine and know what adults expect of them most of the time, for example, putting on their coats before playing outside.

Children are starting to play together and respect each other by waiting for their turn and sharing resources. They understand that they must not take too many apples at snack time because there will not be enough left for the other children. Fresh drinking water is available for children throughout the session and they eat a snack when they choose. They have a healthy choice of fruit to eat and help to prepare food by chopping bananas. Before eating snack children independently go to wash their hands to help prevent the spread of infection. Some children are beginning to understand the importance of regular exercise and healthy lifestyles, and know they might have germs on their hands from playing outside. There is opportunity for children to engage in physical activities both indoors and out.

Children are beginning to develop a sense of how to keep themselves safe because staff remind them how to play safely with toys and equipment. Staff explain the reasons why children must not run around inside, so children begin to understand the consequences of their behaviour. Children generally behave well and respond quickly when staff gently guide their behaviour. A range of methods help children understand how long they must wait to participate in activities and this in turn helps them to manage their behaviour and feel a sense of security.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report (Records to be kept) 09/01/2012
- Take action as specified in the early years section of the report 09/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the early years section of the report 09/01/2012
- Take action as specified in the early years section of the report (Records to be kept) 09/01/2012