

Cashes Green Playgroup

Inspection report for early years provision

Unique reference number	101678
Inspection date	28/02/2012
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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

Cashes Green Playgroup registered in 1991 and operates from a classroom within Cashes Green Primary School in Stroud. The playgroup has sole use of a classroom and shares use of the school hall, toilets and outdoor facilities. There is an enclosed outdoor area and sensory garden. The school playground and field are used as additional play space.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The playgroup is registered to provide care for a maximum of 22 children under eight years at any one time. Of these, 22 children may be in the early years age group. There are currently 32 children in the early years age group on roll. The playgroup receives funding to provide free early education for children aged three and four years. The playgroup offers care for two-year-old children who are on the funded pilot scheme. Staff support children with special educational needs and/or disabilities. The playgroup opens during school term times on Monday, Tuesday and Wednesday from 8.55am to 3pm. On Thursday and Friday opening times are from 8.55am to 11.55am. Children attend from the local community.

There are five members of staff, who work directly with the children. Of these, two have recognised childcare qualifications and three are working towards achieving a level 3 childcare qualification. The playgroup has close links with Cashes Green Primary School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well and they are settled, happy and feel safe in the playgroup. Staff cover most areas of learning in the Early Years Foundation Stage well to help children make good progress. There is a good partnership with parents and regular information is shared with them. Partnerships with other early years settings are in their infancy and not yet fully developed. The staff have a good understanding about safeguarding procedures, though they do not regularly practise the playgroup fire drill procedure. The staff use self-evaluation effectively and they demonstrate a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- review systems so that regular evacuation drills take place and all children and adults are aware of the procedure; record details of any problems

- encountered and how they were resolved
- reflect on how to further develop children's understanding of mathematical terms during play and daily routines
- improve links with other settings children attend to help ensure continuity and coherence in the children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a clear awareness and understanding of safeguarding procedures. Robust policies and close links with the relevant agencies contribute to help staff keep children safe and secure. Staff record details of any accidents that may occur at the playgroup and share these with parents on the day. All necessary parental permissions are in place. Detailed risk assessments are completed and cover all areas of the playgroup and any outings taken with the children. Although some fire drills are completed and details recorded, these are linked with the school. As a result, some playgroup children, parent helpers and students may not always be present when an evacuation practice occurs and therefore may not be aware of the procedure.

Resources are easily accessible and reflect the diversity within the community. Children are able to self-select from the wide range available for them. Staff offer good support and care for children who have special educational needs and/or disabilities. The key person system works well and staff know the children and their families well.

There is a good partnership with parents. Staff work hard to build the trust and confidence of the parents. Regular verbal information is shared with them when they collect or leave their children. Staff share children's learning journals with the parents regularly when they help in the playgroup. Newsletters and the notice board help to keep parents informed. Parents comment that they are happy with the care provided and the approachability of the staff. Partnerships with other early years settings that children attend are in their infancy and not yet fully established. However, partnerships with other professionals, such as speech therapists, health visitors and the school are strong.

The staff complete an effective self-evaluation process. This demonstrates that the staff and management have a strong drive to improve practice. The staff have worked hard on the recommendations from the last inspection and have made good progress in addressing these successfully. Through evaluation of practice, staff clearly identify strengths and areas to improve. They target areas that will significantly benefit the children in their care. Staff provide a calm caring environment where children feel safe, secure and are eager to learn.

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

Children are happy, confident and active learners. They enter the playgroup happily and greet each other and the staff. They settle into play quickly and know the rules of the playgroup. Children are well behaved and respond to the praise

and encouragement used by the staff. Children obviously enjoy their time and have a sense of belonging and security. There is a cosy and inviting book corner where children can enjoy looking at books alone, with each other and with the adults. Staff plan and assess children's learning and development carefully to ensure they meet each child's individual needs. They are fully aware of children's interests and next steps and of those who require extra support or challenge. Children enjoy the opportunity to extend their play through being able to wander freely between the inside and outside areas. Children enjoy building with bricks and work well together to build a house and use the cars to go around the house. The children organise themselves well and co-operate to build the house with different sizes and shapes of bricks. Although the children enjoy this play, staff miss opportunities to develop children's understanding of mathematical terms. Children enjoy developing early writing skills and staff encourage them to try to write their names. Children receive praise when they achieve and they enjoy proudly showing their work to the adults. Children enjoy role play and develop their imaginations well as they play. Children play and work alongside each other successfully and understand the need to cooperate and resolve situations by themselves. They play sensibly showing a growing awareness of their own and other children's safety. Children play well independently and are active, curious and inquisitive learners. They develop a good understanding of the wider world and most are very well equipped with the skills they need in order to secure future learning.

Children are beginning to learn about healthy lifestyles. They enjoy regular play in the fresh air with activities such as digging and planting. Children develop good problem solving skills, for example, they roll balls down a piece of guttering and work out how to collect them in a container. Children follow good hygiene procedures, for example, washing hands with little prompting before they eat. Children enjoy snack and meal times when they sit well and talk eagerly with the staff and each other. However, during snack and meal times there are missed opportunities to develop children's understanding of early mathematics.

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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Annex B: the Childcare Register

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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