

Wilford Village Playgroup

Inspection report for early years provision

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Inspector Bernadette Cooley

Setting address The Centre-Victorian Building, Main Road, Wilford Village,
Nottingham, NG11 7AL
Telephone number 01159 455463
Email annemason4@sky.com
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

Wilford Village Playgroup is run by a committee and opened in 1976. It moved to the current premises in September 2011. It operates from The Centre, Victorian Building, Wilford Village, Nottingham. The playgroup is open each weekday from 9am to 12 noon during term-time. Children are cared for in two rooms and there is an enclosed garden area which is being developed for children to use. Access to the playgroup is via steps.

The playgroup is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend the playgroup at any one time. Currently 50 children aged two to five years are on roll.

There are eight qualified members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification at Level 3. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Wilford Village Playgroup provides a welcoming and inclusive learning environment for children. Staff use their strong knowledge of the Early Years Foundation stage to plan a variety of interesting activities and children make good progress, although learning priorities are not always clearly identified. Most policies and procedures that ensure the safe and efficient management of the provision are in place, but regular evacuation drills are not yet carried out. There has been a recent relocation of the setting and various developments are taking place which impact positively on outcomes for children. The staff team are reflective and the capacity for ongoing improvement is good, but systems for self-evaluation are not yet fully embedded as part of routine practice.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details of any problems encountered and how these were resolved
- continue to develop systems to match observations to the expectations of the early learning goals and identify learning priorities for each child
- develop further procedures for self-evaluation to support the childcare practice, for example, by asking for and reflecting upon the contributions of parents and children.

The effectiveness of leadership and management of the early years provision

Children are generally well-protected in the setting because staff have a good understanding of child protection issues and have completed relevant training. All staff are aware of the procedures to follow if they have concerns about a child. Risk assessments are carried out regularly which help to keep children safe. All staff working with children are vetted and there is an induction policy in place. The safe collection of children is well-monitored as staff ensure children are released one by one to a familiar adult at home time. There is a password system in place to support this. All staff members supervise children very closely at all times and ratios are strictly maintained. However, although there is a fire safety procedure in place, children's understanding of safety within the setting is not yet fully developed because evacuation drills have not been practised.

Staff are appropriately deployed throughout the setting to engage with, and support children. They are warm and caring and show a genuine concern for children, having fun with them as they take their learning forward through effective interactions. The environment is made attractive through displays of children's work, and there is a good amount of space for children to play. Children enjoy their time in this setting, they are valued as individuals and there are positive images which reflect the diverse world. Children's play opportunities are supported through the overall effective organisation of space, time and resources. Students are welcomed into the setting which demonstrates a commitment to the role of training in good practice. Staff work well as a team together and they have designated roles and responsibilities. These effectively contribute to the smooth running of the setting and promote good outcomes for children.

The staff team understand the importance of reflective practice to support outcomes for children. Since moving to the new setting, improvements have been made which have impacted positively on the learning experiences for children. For example, displays and activities such as role play areas can now be left set up for children to continue their play and exploration. Appropriate targets for further improvement, such as the development of the outside garden area, have been identified, and plans have been put in place to achieve this. These developments show a strong capacity to improve. However, the wider processes of self-evaluation, such as, monitoring and review strategies involving all the setting's users, are not yet in place.

Relationships with parents and carers are strong. Parents speak very highly of this setting and its caring staff. They identify with the learning experiences on offer having a positive impact on their children's individual learning. Wider partnerships have been established with the local school which facilitates the transition between settings.

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

Children are happy and enjoy their time in this setting. They are cared for in a calm, relaxed and purposeful environment. Good progress is made in all areas of learning and development. Resources and activities are attractively set out. This captures children's interest and they concentrate very well on their chosen activity, such as, using scissors at a collage table to cut through different types of paper. Children enjoy close and supportive relationships with staff and they benefit from the effective key worker system in place which helps them to settle and feel secure. As a result their care and needs are well-met.

Learning experiences are planned through the daily provision of different types of play. Displays of children's work are attractive which enhances self-esteem. Children's mark-making is displayed around the setting and there are a range of materials for children to use. The cosy book area provides a comfortable place for children to sit and good quality books are available for children. Children make good progress in communication, language and literacy. The setting is developing its work in this area through involvement in the 'Every Child a Talker' programme. Attractive story bags have been introduced as a new development to support this. Children are further supported in their communication development as staff have high-quality interactions with them. They listen enthralled as a member of staff tells the story of 'Goldilocks' without a book, and they join in with delight at the familiar phrases. A variety of strategies are used to take learning forward. Early mathematical skills are fostered through incidental counting and staff are skilful at responding to opportunities to develop mathematical concepts through play. For example, children ask about the passing of time and staff explain this well through the practical handling of a clock. They learn about the natural world through observing caterpillars, and their understanding is extended by staff sharing non-fiction books with them. Children talk about shapes in the environment and handle three-dimensional shapes. They match frogs to number symbols on lily pads. These experiences consolidate and extend children's emerging mathematical understanding. There are opportunities for information and communication technology as children use a computer and other interactive toys. This means children develop good skills for the future. Focused activities are planned across the areas of learning, to meet the general learning needs of the children, and there is much valuable exploratory play. However, individual next steps in children's learning are not always clearly identified to ensure maximum progress towards the early learning goals.

Children behave well in this setting. Their understanding of positive behaviour expectations is supported by staff providing gentle reminders. In addition, there are high levels of adult supervision and children receive positive praise for their good behaviour and achievements. Children's health is well-promoted through the written policies and procedures in place. Snacks are healthy and children talk with staff about the benefits of good food on their health and well-being, and how their bodies develop through good nutrition. As a result, children have a good understanding of healthy lifestyles and basic hygiene practices, and these routines are reinforced consistently. Children access the outdoor area as part of the routine

and the fresh air and physical activity impacts positively on their well-being.

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	3
The effectiveness of partnerships	2
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	3
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