

Bisley Pre-School Playgroup

Inspection report for early years provision

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Inspector Hilary Tierney

Setting address Bisley School, School Lane, Bisley,, Stroud, Gloucestershire,
GL6 7BE
Telephone number 01452 770102 Playleader
Email bisley.playgroup@virgin.net
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

Bisley Pre-school Playgroup is managed by a committee of parents. It opened in 1970 and operates from a classroom, an enclosed outside area and the main school playground at Bisley Bluecoat Primary School near Stroud, Gloucestershire. The playgroup is registered on the Early Years Register and may provide care for a maximum of 14 children in the early years age group at any one time. The group is open during term times on Monday, Tuesday, Thursday and Friday from 9am to 12.45pm. There are currently 22 children on roll; all are in the early years age group. The playgroup receives funding to provide free early education for children aged three and four-years-old. Children come from within the village or from the surrounding areas. The staff offer support to children with learning difficulties and/or disabilities. The playgroup employs three members of staff, all hold appropriate early years qualifications. The staff are supported by parents on rota duty. The playgroup has close links with the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, well behaved and settle quickly into play. Their individual needs are met well through the key person system and good adult interactions. Good partnerships with parents and other early years settings, including the local school have developed. Some routines mean that older children's independence is not fully promoted during snack times. The staff and management have completed the self-evaluation process and have clearly identified areas to improve. Both staff and management demonstrate a commitment and drive to improve the care provided.

What steps need to be taken to improve provision further?

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

- consider the organisation of routines, with particular attention to snack times, so that older children are able to develop their independence further

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are good and staff are clear about what to do if they have any concerns about children in their care. Detailed records of any accidents that may occur are kept and shared with parents. Detailed risk assessments that cover all aspects of the setting are completed. Staff are vigilant in their supervision

of the children.

Resources are easy to access and children are able to self-select what they would like to play with during the session. Staff actively promote equality and diversity and all children are treated with equal care and concern. All children are included in all activities during the sessions. Staff have developed good links with other professionals, such as nursery's, childminder's and the school and they regularly share information about children's learning and development. The key person system works well and staff know the children and their families very well. Good partnerships with parents are in place and regular sharing of information ensures parents are kept informed about their child's progress. Both fathers and mothers offer help during sessions, which means they feel included in their child's day at the setting.

Both staff and management have completed a detailed self-evaluation. They have clearly identified areas to develop and improve which will benefit the children in their care. Staff demonstrate a drive and ambition to improve their practice and strive to keep their childcare knowledge up-to-date.

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

Children enjoy their time at the setting. They are confident and comfortable in their surroundings. Children demonstrate they feel safe and secure as they play. They understand the rules of the setting and are polite and well behaved. For example, children say 'please' and 'thank you' with little or no prompting from staff. Children are beginning to learn about sharing and taking turns through careful guidance and explanations from staff. Children take part in a wide range of activities that help develop their imagination and creativity. For example, children have easy access to writing materials, paints and books. Children enjoy looking at books alone and with staff. Children enjoy tidying up at the end of sessions and when they are either getting ready for snacks or going outside. Children are encouraged to wipe the tables and put toys away.

Children are beginning to understand about healthy lifestyles. They understand about hand washing after being outside, after using the toilet and before eating. Children are provided with healthy snacks. This is a social time when children and staff sit together and chat. However, at times, the cups and plates and food are already put on the table when children return from hand washing and staff and parents tend to pour the children's drinks for them. As a result, older children's independence is not fully encouraged and their involvement in the preparation for snack time is limited. Children enjoy outside play. They are fully aware of safety as they understand they must wear crash hats when riding the bikes or scooters. Staff are good role models and when children ask a member of staff to ride a bike with them, she also wears a crash hat. Children have access to the small play area and the large school playground where they are able to explore, climb, balance, run around and ride their bikes freely.

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	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	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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