

# Phase 5 Pre-School Playgroup

Inspection report for early years provision

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<b>Setting address</b>	Kelston Close, Yate, South Glos, BS37 8SZ
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<b>Email</b>	
<b>Type of setting</b>	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

Phase 5 Pre-School Playgroup registered in 1979. It operates from purpose built premises in a large residential area on the outskirts of Yate, Bristol, in South Gloucestershire. The playgroup is close to primary schools and a park. The building is open-plan with office, toilet and kitchen facilities off the main playroom. There is an enclosed outside area with tarmac and grassed surfaces for outdoor play. This playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The playgroup is managed by a voluntary parent committee and there are seven staff as well as a domestic. The playgroup is open each weekday from 9am to 3.30pm. Children may attend morning sessions from 9am until 12 noon and/or afternoon sessions from 12.30pm until 3.30pm. The playgroup is registered to care for a maximum of 24 children in the early years age group, above the age of two years, at any one time. There are currently 56 children on roll. The playgroup is in receipt of funding for the provision of free early education for children aged three and four years. The playgroup supports children learning English as an additional language and with special educational needs and/or disabilities. All staff hold a suitable qualification with one holding Qualified Teacher Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making strong progress in this inclusive playgroup. They receive effective support from the staff, who use resources and space well to enhance learning. Activities entice the children's interest and challenge their thinking. The children learn about the importance of maintaining their good health reasonably well. Safeguarding is given utmost priority to aid the children's welfare and happiness. Generally positive partnerships with parents enhance children's learning within the playgroup. Good partnerships with other early years providers promote consistent care and learning. A successful method of self-evaluation aids the staff to maintain good continuous improvement.

## What steps need to be taken to improve provision further?

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

- provide opportunities for the children to learn about the food chain, for example, through planting, growing and gathering of different foods
- extend the engagement with parents by inviting them to contribute words from their home language for the staff to display.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and protected well because the staff demonstrate a good level of understanding of safety requirements. They share a comprehensive safeguarding policy with parents, so all are fully aware of the procedure staff will follow in the event that a concern is raised. Staff know the children in their care very well, so are swiftly alerted to anything giving cause for concern. Recruitment procedures are managed effectively, with relevant checks being made to check staff suitability to work with young children.

The management successfully drives improvement, by encouraging staff to continually develop their knowledge and skills through attendance at various training courses. Their new knowledge is used well and has a positive impact on the children's welfare, learning and development. All staff, parents and children participate in evaluation of the playgroup to help identify its strengths and weaknesses. Consequently, staff plan realistic targets to secure continual progression.

Staff provide a warm and child friendly environment that is conducive to learning. Toys and resources are of high quality and are fit for purpose. They are suitable for all children and kept within easy reach, helping to develop their independence. Space is used to the children's advantage, allowing them to develop their imaginations well through creative play, for example, through providing a 'pet shop'.

Staff know the children extremely well and provide for their individual needs effectively. This process includes the identification for additional support, to ensure all children receive the help they require. Children clearly enjoy learning about their own culture, as well as other cultures. Staff plan the celebration of various festivals, as a result of which children delight in tasting foods from around the world.

Staff share a positive relationship with the parents, which is advantageous, as this liaison helps staff meet children's individual needs to a good standard. Parents speak highly of the staff. They appreciate being kept informed about their children's progress and in being advised as to how they may support children's learning at home. Parents and grandparents are welcome to visit the playgroup to share their particular skills. This leads to special outings for the children, such as a visit the library to meet storybook characters, so extending children's interest in books. Staff do not do all possible to involve every parent in the provision, such as valuing children's home languages as fully as possible.

Staff work effectively with other early years providers to promote continuity in children's care and education. They work well with other agencies to provide good support for children with special educational needs and/or disabilities. These partnerships result in the successful promotion of children's achievements and well-being. Staff support children's transition into school effectively. They establish close relationships with local schools and are regularly invited to participate in

school special events, such as listening to a visiting orchestra.

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

Staff place a strong emphasis on children developing a healthy lifestyle. Children learn about healthy foods during snack time, which they prepare themselves. Staff do not extend children's understanding of where food comes from, however, by helping them to learn about the food chain. Children enjoy being physically active, having access to the outdoor play area at all times. They swiftly learn about the importance of maintaining personal hygiene. Children feel secure when with the staff, sharing warm relationships, so they grow in confidence and self-esteem. They are keen to demonstrate their knowledge of how to stay safe by wearing their fluorescent jackets when on outings.

Children are making good progress overall in their learning and development, as the staff are dedicated to providing the children with a high standard of care and education. Staff are aware of individual children's stages of development. Sensitive observations are made of the children while at play to gauge their level of achievement, so staff plan for their next steps in learning. A wide range of interesting and purposeful activities challenge the children's thinking. Children visit an arboretum, for example. Here, they learn about insects, and how to build a den for themselves using only natural materials. The playgroup has an interesting range of visitors that extend their learning, such as a spider collector. The children saw a tarantula and chat knowledgeably about how some spiders shed their skin.

Children make a good contribution to playgroup life. They are polite and are learning to respect each other, with the staff being good role models. Children behave well and respond positively to praise and encouragement. They are inquisitive and ask questions of the staff, who provide clear explanations. Children gain computer skills, which they use to play problem-solving games, so helping them to develop good skills for their future lives.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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