

# Terriers Playgroup

Inspection report for early years provision

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**Unique reference number**

EY252693

**Inspection date**

21/06/2012

**Inspector**

Vicky Donnelly

**Setting address**

St. Francis Church Hall, Amersham Road, High Wycombe,  
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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*.

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## **Description of the setting**

Terriers Playgroup opened in 1969. It operates from the main hall in St Francis Church Hall in the Terriers area of High Wycombe, Buckinghamshire. The playgroup has the use of a kitchen and cloakroom facilities and there is an enclosed outdoor play area. A maximum of 30 children may attend the playgroup at any one time. The playgroup opens five days a week during school term times. Sessions are from 9.30am until 12.30pm. The playgroup is registered on the Early Years Register. There are currently 44 children from two to five years on roll. The nursery is in receipt of funding for early education for children aged three and four years. Children attend for a variety of sessions. The playgroup serves the local community. The playgroup currently supports a number of children with special educational needs and/or disabilities and also children who speak English as an additional language. The playgroup employs 12 members of staff; of these, 10 employees hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Planning of the Early Years Foundation Stage is well established and staff are aware of each individual child's needs, which they meet well. There are effective safeguarding procedures in place, with all staff well trained and aware of these. Children's progress is good, monitored and shared well with parents. Wider partnerships are generally good. A wide range of resources indoors and out, are used well, providing children with good levels of choice. The staff assess their practice and plan what needs to be achieved next effectively, showing a good capacity to improve.

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

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

- improve further communications with all other settings which children attend, so that practitioners from each setting regularly share children's development and learning records, and any other relevant information.

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

The strong management team ensure all staff training is current and up to date, so children's well-being is safeguarded well. All staff are trained in basic safeguarding and one member of staff has completed the designated person training for child protection. Policies and procedures are regularly reviewed and updated when needed. Robust recruitment procedures are in place and all references are followed

up prior to new staff and volunteers starting. All the current members of staff are long serving members who all know the playgroup well. All staff and committee members are involved in evaluating the playgroup. Senior staff members all have designated roles, including for safeguarding, first aid and risk assessment, and this system helps ensure the safety of all the children well. Staff are well deployed throughout the session and are well aware of the children's individual needs. Regular staff meetings take place to ensure that staff can take the necessary steps in early identification of additional needs in order to get children the individual support they need. Staff support children learning English as an additional language in making good progress. The room is set up well with many interesting activities and different areas available for the children to choose from.

Partnerships with parents and carers are good. New parents are invited to 'open days' and books are sent home for parents to complete in detail about their child's interests and needs, allowing staff the knowledge of children's starting points. Relationships with the local school are strong but those with other early years settings that children also attend are not so well developed. Staff work closely with local authority advisors, acting on advice given to improve the outcomes for children. The playgroup uses the Ofsted self-evaluation tool as a working document, so they identify areas for development and drive necessary improvements well.

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

Children make good progress during their time at the playgroup, as staff plan a wide variety of experiences for them leading on from children's interests. The children are very well settled and enjoy taking part in visits to the local farm and to the vicar's garden to play football. Staff use this experience to extend children's learning through meaningful shared discussion. They introduce new vocabulary to further enhance children's language and communication in general discussions. Staff undertake observations that inform both individual and group planning. This means they are able to successfully meet children's individual needs and interests. Staff have good knowledge of the children for who they are responsible. Children develop their numeracy skills through a good range of practical activities both inside and out. For example, inside, supported by staff, they thread beads, counting each one and then each colour to see which has the most. The computer is set up in the hallway allowing children the opportunity to hear and follow the instructions clearly of both the adult supporting them and the computer program itself.

Children develop a thorough knowledge and understanding of how to lead a healthy lifestyle. They benefit from an 'open door' policy allowing them regular fresh air and exercise during daily outdoor play. They gain a good understanding of the changes that happen to their bodies when they are active. Children have a good awareness of healthy eating at snack time when making choices from the nutritious selection provided, that staff discuss with them. Children pour their own drinks carefully, from suitably sized jugs as well as preparing their own choice of

fruit and other foods. This system also helps to support the development of children's independence skills. Children gain a good understanding of the importance of personal hygiene. As well as having signs up in around the washroom area to remind them of hand washing, they also have a bowl of warm soapy water near the 'messy art' area.

Children's emotional well-being is well nurtured by the warm and purposeful interaction of staff who know them well. Staff apply clear, consistent boundaries and children's behaviour is good. Many children play co-operatively, taking turns and demonstrating respect and concern for each other. The children ask to use sand timers when taking turns with resources, showing their responsible attitudes. Children learn about safety through regular emergency evacuation practice. In addition, children use a range of challenging tools and resources safely and are supported well by staff.

## 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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