

Old Fallings Playgroup

United Reform Church, Old Fallings Lane Low Hill, Wolverhampton, West Midlands, WV10 8BY

Inspection date	19/10/2012
Previous inspection date	26/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All staff, together with manager and committee members, are dedicated to improving the quality and standard of education and care through continuous self-evaluation.
- The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.
- The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that matches children's individual needs.
- Children show good levels of interest in what is available, because the resources offer good challenges. Effective maintenance and organisation of equipment and toys enable children to use their initiative and follow their natural curiosity as learners.

It is not yet outstanding because

- Group activities are not always organised effectively to stimulate children's interests.
- The staff do not consistently encourage parental contribution to assessing new children's starting points on entry to present appropriate challenges.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play room and the garden.
- The inspector held a meeting with the manager and a committee member of the provision.
- The inspector looked at planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

Old Fallings Playgroup opened in 1970 and operates under the governance of a voluntary management committee. It is sited in Old Fallings United Reformed Church Hall having use of the spacious hall and a fully enclosed outdoor play area. The group serves children and families from the local and surrounding areas.

The group is registered on the Early Years Register. There are currently 42 children on roll aged from two years to under five years. The group is open Monday to Friday, from

9.15am to 11.30am, term-time only.

There are five members of staff, who work directly with the children. All staff hold relevant child care qualifications. Additional housekeeping staff are also employed. The group receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- promote effective learning by organising group activities effectively to allow children to remain focused; consistently encouraging parental contribution to assess new children's starting points on entry.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff's teaching techniques and effective planning of activities ensure children are provided with good play opportunities to help them make progress across all areas of learning and development. Staff play with the children and show their own interest in discovering things to encourage children to explore and become active learners. An effective key person system ensures consistent staff care for children where possible. Overall, staff plan purposeful play and a good balance of adult-led and child-initiated activities. They have good observation skills for assessing the progress children make. They have set up a system to maintain children's individual profiles. However, staff do not consistently encourage parental contribution to assessing new children's starting points on entry in order to provide effective challenges to help them move towards the early learning goals from the outset.

Staff provide good opportunities for all children to make marks or to write for various purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. Children extend their vocabulary by sharing their thoughts and experiences throughout the session. For example, at snack times they freely talk with staff and peers, telling them how they and her mummies have torches and describing the colour of their own torches. However, at times during activities, staff do not always organise the group as effectively as possible to maintain children's interest so they can benefit from all the learning opportunities, Children and parents who speak English as an additional language are well supported by staff members. All children develop understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing number rhymes, solving number

problems and counting.

Daily access to the outdoor play area and use of physical play equipment promote children's manipulation and movement skills. They benefit from generous grounds to develop their knowledge of the natural environment while bug-hunting, collecting leaves, twigs, conkers and observing changes in the trees, bushes and weather. Children undertake practical experiments to explore and investigate the way things are and a range of resources is provided to advance their technology skills. A good variety of colouring materials and a selection of resources are supplied to help children explore and develop their creativity. Staff provide a range of musical instruments, textures and sensory experiences, including shaving foam, play dough, clay, paint, sand and water, to support children's skills. In the garden, they enjoy blowing and catching bubbles with peers and staff.

The contribution of the early years provision to the well-being of children

Staff create a stimulating environment and offer an inclusive and welcoming service for all children and their parents. Consequently, children have lots of fun and thoroughly enjoy themselves as they explore and investigate. Due to the group being small and having a good adult to child ratio, children interact well with the staff who spend time talking to and playing with them to promote their wellbeing. This means that children establish warm, trusting and relaxed relationships with staff and peers.

Staff employ a consistent management of behaviour. Children have a good awareness of right and wrong, responding positively to guidance from staff. They are well aware of the setting's expectations and routines. All children learn to keep themselves safe through staff guidance and relevant activities. Staff support and reassure any newcomers. Children learn social skills and enjoy being with adults and peers at the setting. They confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. Staff provide appropriate support to prepare children for transition to other settings through talking and reading relevant stories. The majority transfer to the local school and partnerships with this school are effectively established to support transition and continuity of care.

Children's physical development is supported well, as staff appropriately emphasise outdoor and indoor physical play. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment, including a bead-table. Toddlers show increasing control in holding objects and equipment and in using tools to make marks. All children are encouraged to learn the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. There is a sociable and relaxed atmosphere at snack times and all children enjoy fresh fruit salad, toast and drinks.

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

The committee oversees the running of the playgroup alongside the manager. All those involved, including staff, are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Consequently, a broad range of experiences is provided to help children make progress in all seven areas of learning. The evaluation of the setting, includes listening carefully to the views of children and parents, and ongoing support from the local authority. Regular staff appraisals, meetings, as well as continuing training and support from the management, help all staff to improve their knowledge, understanding and practice. This makes sure that priorities for development are identified and acted on to promote most aspects of good quality education and care. Policies and procedures are under continual review. All the required documentation is effectively maintained and readily available for inspection. Good progress has been made since the last inspection and all the previous recommendations successfully addressed.

The designated practitioner is fully aware of her management responsibility in relation to child protection and all staff have a clear understanding of safeguarding issues. They receive regular training on safeguarding and are aware of their duty to report any concerns appropriately to the managers and/or to the Local Safeguarding Children Board. Systematic recruitment and vetting procedures, including the successful induction of new staff and students, ensure that children are safe. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas.

Staff work well in partnership with parents and other professionals. Parents and carers are kept well informed about their children's achievements and development through regular verbal feedback and meetings. They are encouraged to take an active part in themed projects, activities and fundraising. A suggestions book and regular questionnaires are provided for them to convey their views and preferences. Parents are appreciative in their comments about the setting and the staff, describing staff as 'friendly' and 'professional'. The partnership with other providers delivering the Early Years Foundation Stage has been successfully developed in respect of promoting the continuity of children's learning and well-being.

Staff provide an inclusive practice for all children through effective deployment of resources. Children have their welfare needs met and achieve irrespective of their abilities or backgrounds. Celebrating festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity help children to understand and respect the values of others.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	224931
Local authority	Wolverhampton
Inspection number	818271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	25
Number of children on roll	42
Name of provider	Old Fallings Park Playgroup
Date of previous inspection	26/04/2010
Telephone number	01902 861 961

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

