

Wanborough Playgroup

Inspection report for early years provision

Unique reference number 109096
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Inspector Rosemary Davies

Setting address St Andrews Village Hall, High Street, Wanborough,
Swindon, Wiltshire, SN4 0AD

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Wanborough Playgroup opened in 1975. It is located in Wanborough Village Hall and serves the local rural community and nearby towns of Swindon and Highworth. The playgroup is managed by a voluntary committee. It is a registered charity. It provides funded early education for three and four-year-olds. Children use a large hall with ready access to an outdoor play area. The playgroup opens for five week days during school terms. Sessions run from 09.00 to 11.45 daily with optional lunch clubs on Mondays, Thursdays and Fridays until 13.00. A session specifically for two-year-olds runs on a Monday afternoon from 13.15 to 14.45.

The playgroup is registered on the Early Years Register. It provides funded nursery education for three and four-year-olds. A maximum of 26 children may attend the playgroup at any one time. There are currently 40 children aged from two to under five years on roll, all in part-time places. The playgroup currently supports children learning English as an additional language and those with learning difficulties and physical disabilities. The playgroup has six staff, three of whom hold appropriate early years qualifications at Level 3 with one at Level 4.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. In this small, friendly playgroup, every child matters and is valued. Excellent relationships underpin the work of the playgroup with all children, including those learning English as an additional language or with learning difficulties and/or physical disabilities making good progress overall in the Early Years Foundation Stage (EYFS). Staff form extremely close, useful partnerships with parents and others concerned with the children, which also contributes significantly to children's development and progress. The playgroup demonstrates a strong capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- achieve a better balance between adult-led and child-chosen activity, during outdoor learning
- reconsider the management of snack time so that children's attention is maintained and they are further encouraged to operate independently within their environment.

The leadership and management of the early years provision

The committee and senior staff work together effectively, knowing their separate roles in managing the playgroup. An annual rolling review of appropriate policies and procedures guides its safe, efficient and smooth running. The committee follows robust procedures to employ suitable staff. All who work or volunteer in the

playgroup understand their role in protecting children's welfare, which is safeguarded well.

Effective annual appraisal and regular supervisory meetings identify staff training needs. A log helps monitor when regular training, such as for first aid and child protection, is due, so that suitably qualified adults are always on hand. New staff undergo thorough induction processes. All staff are deployed effectively. Children's time is used well overall, with the exception of snack time, which is not managed as well as possible. Staff work hard to set up a suitable learning environment daily, overcoming many of the disadvantages of being in shared accommodation.

Staff and committee members evaluate the provision effectively and accurately overall. They are very committed to providing the best possible service for all the children who attend, going to considerable lengths to do this, so that the learning and development needs of all children are met, including those with additional needs. Staff seek, take and act on the advice from outside professionals. Currently, for example, staff are introducing a new system to monitor children's progress in the EYFS. Additionally, following the visit of a dental professional, sweet items, such as jam, are excluded from children's snacks.

Excellent partnerships with parents, carers and others involved with the children's well-being are highly beneficial in helping to meet children's needs. These are based on an effective key person system. Parents receive detailed, accurate information of their children's progress. Some are involved in making 'rhyme bags' for a borrowing scheme that gives both helpful and imaginative suggestions as to how children's learning may be supported at home. There are very effective links with the village primary school, to which the majority of children transfer, and with local childminders, foster carers and other childcare settings.

The quality and standards of the early years provision

All children enjoy learning through play in this provision. Staff provide effective learning environments both indoors and out with a good balance of indoor and outdoor play. Activities cover all six areas of learning daily and reflect the children's interests and abilities. Children develop well as independent learners overall, moving around freely and deciding what they wish to do. They delight in exploratory play and staff encourage them to combine resources from different areas of the playroom. Children exploring 'gloop', for example, decide to add quantities of water, so altering its consistency and finding out how things change.

Staff provide good role models, speaking clearly and helping widen children's vocabularies well. This helps all children develop their speech and conversation skills, including those who learn English as an additional language. Additionally, staff question children effectively to take learning forward, interacting well in both planned and spontaneous situations. They pick up quickly on opportunities to promote reasoning and counting, for example, as children pretend to cook and make ice creams. All this contributes well towards children gaining useful skills for their future lives. A good balance between adult-led and child-led activities is struck indoors. Outside, there is a tendency towards too much free play with

insufficient planned activities promoting clear learning intentions.

Children's starting points are pinpointed accurately when they first start, through discussions with parents and carers, and by careful observation of play. Staff note children's interests, what they need to learn next and plan effectively for all children. Children respond enthusiastically, often becoming absorbed in activities. They get on extremely well together. Excellent relationships give children confidence to learn effectively whilst in the playgroup; their behaviour is extremely good. The only time they become restless and inattentive is whilst waiting overlong for their snack. Snack time does not necessarily meet the needs of all children, as some may be hungry earlier and does not promote independent operation in the play environment.

Children progress particularly well in learning about healthy lifestyles. They eat healthy snacks, enjoy commendable periods outdoors, exercise daily, learn about dental hygiene and see staff set good examples of eating healthily. Their good health is further maintained through the implementation of extremely good procedures to prevent cross-infection. Children play in safety, owing to effective daily risk assessment by staff, who also know their roles and responsibilities for protecting children's welfare. Children learn how to keep themselves safe through careful teaching by staff. For example, children learn that spillages can lead to accidents, so they need to pour drinks carefully.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.