

# Boley Park Playgroup

Inspection report for early years provision

---

**Unique reference number** 218099  
**Inspection date** 12/10/2009  
**Inspector** Jennifer Turner

**Setting address** Boley Park Community Hall, 7 Ryknild Street, Lichfield,  
Staffordshire, WS14 9XU

**Telephone number** 07939189715

**Email**

**Type of setting** Childcare on non-domestic premises

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 rates 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 08456 404040, or email [enquiries@ofsted.gov.uk](mailto: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.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Boley Park Playgroup opened in 1993. It operates from the community centre in Bowley Park, Lichfield. The playgroup serves the local area. The playgroup is registered for 26 children and there are currently 43 children from two to four years on roll. The setting receives funding for free early education for children aged three and four years. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs and/or disabilities, and who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 9.30am until 12.00pm. One afternoon a week from 12.30pm until 2.45pm the group run a stepping stone session for funded children who are going into reception classes. It is registered by Ofsted on the Early Years Register.

There are eight part time staff who work with the children, of whom six of the staff have an early years qualifications from Level 2 to 5. The setting receives support from the local authority Early Years Advisory Team.

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

Overall the quality of the provision is good.

The friendly and secure environment created by staff ensures that children are safe, settled and happy. Provision is inclusive and all children's welfare needs are met because staff obtain information about their individual needs and develop very strong partnerships with their parents and carers. Effective links are made with other local early years settings and services, which means that children are well-supported and make good progress, taking into account their starting points and abilities. Policies and procedures work well in practice and the management team effectively evaluate their provision by identifying areas for change and improvement.

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

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

- develop activities to encourage children to experiment with writing and provide materials for them to use writing in their play
- develop further opportunities to involve parents as part of the observation, assessment and planning process.

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

There are clear policies, strategies and procedures to ensure the safeguarding and welfare of children. Adults caring for children know and understand child protection

and safeguarding issues and how to implement the procedures effectively. There are clear management responsibilities in relation to child protection, including a relevant designated member of staff with overall responsibility for safeguarding children. The leadership and management of the pre-school is very good, providing ample opportunity to monitor the provision and provide leadership through daily hands-on involvement with all groups. Commitment to improve both the environment and the quality of nursery education is evident in the way in which staff continue to develop systems for planning and assessment. The exceptional commitment and perseverance of the team have secured funding to develop the outdoor environment to enhance the children's development. The team work collaboratively with other agencies and recognise the value of continuous quality improvement and how it impacts on children's achievement. As a consequence, staff make effective use of resources and continually reflect upon how they can further develop the learning environment for children. This has led to positive and successful progress for children with special educational needs and/or disabilities, promoting inclusive practice for all through early identification and proactive involvement.

The partnership with parents is very good. Parents stress their appreciation of the two-way exchange of information between themselves and staff and the positive relationships that exists. This helps them to share what they know about children's achievements at home and also to find out about their progress in pre-school. Parents also find out about the educational programme and ways to become involved in their children's learning through talking to staff, as well as through notices, being on the rota, displays and photographs, although they are not fully involved in the observation, assessment and planning process. Children enjoy a challenging environment where toys and resources are made easily accessible and successfully promote all six areas of learning. Staff consult children about their interests and include their choices when planning activities for them.

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

The pre-school offers children good quality nursery education in a secure and stimulating environment. Staff establish good relationships with the children, which helps them to feel confident and relaxed. They manage children's behaviour well, with plenty of praise for acceptable behaviour and discussions about why certain behaviour is unacceptable. Planning ensures full coverage of the Early Years Foundation Stage (EYFS) over time and an appropriate balance of activities across the week. Staff show a good awareness of the need to plan different versions of activities for older and younger children, and they use assessments effectively to identify what different children need to learn next. As a consequence, children benefit from a balance of self-initiated and planned play experiences and make good progress towards the early learning goals.

Staff have high expectations for children's behaviour and children show good levels of concentration and cooperation. For example, during story time they are captivated as they listen attentively to their favourite stories of 'More Pants', and show interests and enjoyment in rhyming words and pictures of, a hippo, a

limousine and a dinosaur in pants. Children enjoy problem solving as they count how many boys and girls are present or work out how to get a balloon down from the ceiling. They tell staff that they need a ladder or pretend to be Spiderman jumping from the small trampoline into the air trying to retrieve the balloon. Children access an area of the play room dedicated as a garden centre and pet shop with artificial plants, flowers and soft toy dogs. Children are creative and they design flowers from sugar paper to display in the garden centre or using conkers rolled in paint to make patterns.

Children are beginning to make marks as they attempt to write letters. They use shaving foam to make patterns and marks, however they are not given sufficient opportunities to develop writing as part of their daily activities. Daily, children use the outdoor play area, where they are able to ride bikes, cars or play ball games. Younger children confidently peddle tricycles and manoeuvre around objects in the play area. Indoors children play on rockers and walk across beams, showing their skills as they balance on wooden planks and blocks. Children enjoy dressing up in different costumes as they role play. They access a selection of different hats and costumes from around the world as well as activities to celebrate different festivals. They designed clay lanterns for Diwali and enjoy when parents are invited to share their family traditions, customs and celebrations with the group. Children have access to musical instruments and they listen to sounds as they play the different instrument and singing along to songs such as 'Singing in the Rain' or 'Tommy Thump'. Children enjoy their time at the group and good staff interaction and close supervision ensures they have a stimulating and enjoyable day.

## 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>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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
--	---

### 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

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](http://www.ofsted.gov.uk)

