

Launton Playgroup

Inspection report for early years provision

Unique reference number 133885
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Inspector David Shepherd

Setting address Terrapin Building, Launton Primary School, Bicester Road,
Bicester, Oxfordshire, OX26 5DP

Telephone number 01869 320260

Email

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 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.

Description of the setting

Launton Playgroup registered about 35 years ago and is run by a committee. It operates from a terrapin building, situated behind the village school in Launton, Oxfordshire. The playgroup uses an adjacent secure outside area and has use of the school field. Disabled access is through the front entrance.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children may attend the playgroup at any one time. There are 34 children on roll, all of whom are in the early years age group. The playgroup is open each weekday from 09.00 to 12.00 and from 13.00 to 15.00 on Tuesdays and Thursdays, in term time only. Children come from the local area. The playgroup supports children with learning difficulties and/or disabilities and those for whom English is an additional language. Four staff work at the playgroup and they are appropriately qualified. Links with the school and the local authority are good.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. It meets children's welfare and individual learning development needs well and ensures that all are fully included. Relationships between staff and children are good, with children responding readily to what is provided for them. A wide variety of interesting and challenging activities are provided that reflect all aspects of Early Years Foundation Stage provision. Links with parents are good. The supervisor and staff continually review their practice and their capacity to improve provision further is good.

What steps need to be taken to improve provision further?

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

- ensure planning includes what children are expected to learn, as well as the activities that will be provided
- ensure risk assessments are carried out for inside activities to prevent the risk of unnecessary accidents

The leadership and management of the early years provision

The management committee and staff have developed an appropriate range of useful policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. Children are supervised by staff who are appropriately qualified. To help improve provision further, staff have attended recent training on topics such as festivals and cultures, the key person approach and planning and assessment.

The supervisor and staff have used national guidance on self-review satisfactorily

and have included some useful development points for improvement. Sections of this self-evaluation are not focused enough on the impact of provision and the points for improvement do not sufficiently address the outcomes for children. In spite of this, the overall quality of self-reflection indicates that the capacity to make improvements is good.

Staff are deployed well. Each acts as a key worker for small groups of children. Key workers know their children well and assess and record the progress the children in their group are making under the six areas of learning using the most recent national criteria. Staff discuss children's progress with the school when they transfer to the reception class.

Procedures for safeguarding are satisfactory. The premises are secure. Risk assessments are carried out for outside activities and off-site visits. Daily checks are made of equipment and toys in case any damage has occurred the previous day. However, risk assessments for inside activities are not carried out. The loose storage of games and equipment on the top of cupboards means that there is a risk of these falling. This presents a risk of accidental injury to both children and adults. The outside area includes plenty of shade from the tree and this is welcomed during hot sunny days. Children are closely supervised at all times and this ensures they do not come to any harm.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including those who are unwell, are met well.

Links with parents are good. Staff compile portfolios of children's achievements. They are discussed with parents but are not easy to follow because they include too much detail and are not subdivided into the six areas of learning. The admission form includes all the information required, including parental permission for seeking medical treatment. Parents are very pleased with the provision at the playgroup. Comments such as 'Thank you for all your care and support' and 'We are really pleased with [our child's] development' are typical of those written by parents on the discussion sheets.

The quality and standards of the early years provision

Provision for children's learning and development needs is good. The learning environment is stimulating, interesting and varied. During the inspection, children were engaged in a variety of activities that promote their development well, such as building with wooden shapes and other construction materials, painting, playing with small toys, singing songs, playing computer games, sand play using containers of different sizes, crayoning, imaginary play in the shop using a cash register and listening to stories. Evidence from around the room indicates that children learn to count, role play in the well equipped home area, follow stories from picture books, learn about numbers and letters and common words such as tree, flowers, snail and butterfly. Outside activities include playing on ride on toys and other small toys, digging and planting seeds, playing in the play house and listening to stories and nursery rhymes such as 'Incy Wincy Spider' and 'Three

Blind Mice'. They also mark make and crayon in a quiet area. All these activities suggest that the playgroup provides for all aspects of children's development well. Staff change the range and number of activities prepared each day depending on the weather and children's wishes.

The balance and range of inside and outside activities are good. Opportunities to contribute to topics such as the colours of the rainbow and planting seeds provide children with varied opportunities to learn about the world around them, as well as speaking, listening, reading, writing, numbers and shapes. They have good opportunities to develop their physical skills and learn how to behave well in a social context. Outside activities take place each session on a free flow basis. Staff work closely with the children and ensure that they receive an enjoyable and challenging experience. The balance between adult- and child-initiated activities is appropriate. Children have good opportunities to choose their own activities as well as being directed by staff to carry out tasks together, for instance, prepare for snack time or listen to a story. Provision is varied and this keeps the children interested and involved in what is on offer. It is also tailored to meet individual needs as key workers assess the progress in the six areas of learning that children for whom they are responsible are making.

Staff look after the welfare needs of children well. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Daily checks are made of equipment and toys to make sure no damage has occurred to them during the session. This helps to keep them safe and free from unnecessary injury. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Children eat their healthy fruit and vegetable snacks sensibly and listen to stories intently. They have free access to drinking water at any time and also drink milk during their snack.

Children enjoy playing with toys, equipment and materials and behave well. They get on well together, for instance, when chatting during their snack time, when listening to stories or riding bikes. They pour out their own drink during snack time but do not serve each other their fruit. They do not tidy up their toys and equipment often enough after playing with them. In spite of this, children are good early learners and prepared well for the next stage in their schooling.

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?	2
How well are children safeguarded?	3

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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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