

Ashchurch Playgroup

Inspection report for early years provision

Unique reference number

EY424492

Inspection date

05/10/2011

Inspector

Angela Cole

Setting address

Ashchurch Primary School, Ashchurch Road, TEWKESBURY,
Gloucestershire, GL20 8LA

Telephone number

01684292376

Email

Type of setting

Childcare - Non-Domestic

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

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

Ashchurch Playgroup started in 2008 as a private partnership and was re-registered at the current premises in 2011. The playgroup operates from a portable building at Ashchurch Primary School on the outskirts of Tewkesbury, Gloucestershire. Children use a classroom and the adjacent, enclosed grassed area. The playgroup also has use of the school hall, children's kitchen and outdoor areas, including an adventure playground. The playgroup is open each weekday during term time from 9am to 12 noon and on Monday to Thursday from 12 noon to 3pm as required.

The provider is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 18 children between two and eight years of age at any one time. There are currently 23 children on roll in the early years age group. There are two permanent members of staff who hold Level 6 degrees in Early Years or in Childhood and Youth Studies, and a staff member who provides cover. The playgroup provides funded early education for three- and four-year-olds. Operational links are in place with the school on whose site the playgroup is located.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup has made an impressive start in its new location to effectively meet the needs of the children. Overall, the leaders skilfully embrace the Early Years Foundation Stage framework so that children learn well. The organisation of the playgroup is good so that children are included, feel entirely safe and thrive in the relaxed atmosphere. Adults fully implement policies and procedures that consistently safeguard children's welfare and their practice successfully promotes positive outcomes for the children overall. The exceptional partnership fostered with parents highly supports children's well-being. The management has an ambitious vision for the playgroup and conscientiously identifies relevant aspects for development to support continuous improvement.

What steps need to be taken to improve provision further?

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

- keep the routine flexible so that children can pursue their interests either in or out of doors.

The effectiveness of leadership and management of the early years provision

The playgroup is well organised. Children are well cared for in premises that are entirely secure. They are fully safeguarded through staff knowledge and understanding of required procedures for child protection should any concern arise. The implementation of exemplary policies and procedures and well-maintained records reflect the day-to-day practice and is highly effective in supporting the children's well-being. Staff complete a comprehensive risk assessment that is continually reviewed to assess play areas and outing venues for their safety and suitability. The adults work very well together and are clear about their roles and responsibilities within the playgroup. Effective systems are in place for staff vetting and for high levels of professional development. As a result, the staff team is enthusiastic and inspired to develop what is offered to the local families.

The playgroup liaises well with other registered settings that children attend so that effective links are built with these providers. All adults involved with children are aware of any concerns and settings complement each other in meeting children's individual needs. Equality and diversity are well promoted so that each child is supported individually. As part of this, the playgroup has a highly positive relationship with all parents and carers. There is frequent exchange of information through conversation, useful letters, attractive information boards and the accessible website. Families make excellent records of their children's achievements at home and staff make full use of these to help meet children's individual needs. Parents speak highly of the quality of care their children receive and the enthusiastic and caring attitude of the adults.

Staff effectively reflect together on their practice, for example, through mutual observations. They know the provision well and highly value the views of others. Staff successfully involve parents in their evaluation through discussions and questionnaires. Children's views are gained through talking and their photographs, which are considered essential. For example, children choose storage and positioning of equipment, which increases their ownership of the playgroup and gives them a greater sense of belonging. Staff are very keen to improve, confidently recognising the playgroup's strengths and effectively identifying a number of areas where they may develop further. For example, the outdoor area is being thoughtfully developed. Overall, effective use is made of varied, quality resources to support children's choices and progress in a safe, happy environment.

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

Children make good progress in their learning and development. This is because staff take great care to identify individual needs and interests. They use these effectively to plan and foster activities that interest, stimulate and equip children with skills for the future. There is a well-organised learning environment and a firmly established programme of observation, assessment and suggested activities. As a result, children become engrossed in their chosen activities. They are keen to concentrate and explore as each area of learning is skilfully supported, including their language and communication skills. Children enjoy the availability of books, showing interest in the illustrations and linking aspects of their lives to the story characters. They effectively develop early writing skills in drawing and painting and are keen to tell the adults about their pictures. Children eagerly find objects beginning with given letters, confidently use symbols, such as weather pictures, and learn to recognise words, including their names.

The children count accurately to high figures and persevere to solve practical problems. For example, they explore size, shape and bouncing properties using dough balls and buy their own ice creams on sport's day. Children confidently use technology equipment to consolidate their learning, including computer programs and a digital camera. The children play an active part in the community and explore their environment. They grow snack vegetables and visit interesting places, including the abbey, library and estate agent. They contribute cooked food to a school sale in aid of charity. From a young age, children explore a good range of sensory materials. They are free to experiment using their own ideas, including making 'dens' from local timber. Children settle to meaningful exploration of different sounds when enthusiastically joining in quiet and loud verses of action songs. Role play is a popular activity and imaginative areas are well used. Here, children offer 'strawberry cakes', while older ones develop their own stories, including 'washing and hanging clothes out to dry'.

Children enjoy their time at the playgroup and look forward to coming. They show a strong sense of security and feel safe, quickly settling to their chosen play. Children safely use a range of tools and equipment, including long handled spades, hammers and nails. They are extremely confident and competent in communicating their thoughts and proudly showing their creations to staff. Children show a growing awareness about what constitutes a healthy lifestyle. Although children enjoy spending time outdoors in energetic and quieter play, the playgroup routine is not always flexible so that children can pursue their interests either in or out of doors. Children adopt good personal hygiene routines before making healthy food choices for their snacks and packed lunches. Children's behaviour and ability to show concern for others is admirable. They are consistently engaged and learn strategies to organise sharing and turn taking, including use of 'golden rules' and sand timers. Children learn to be polite and confidently take on responsibility, for example, tidying their toys away. They gain an in-depth understanding and respect for lifestyles of others through the strong value placed on these at the playgroup. Children are well prepared for transition

from the playgroup to school as they are familiar with the facilities on site. They thrive on the warm praise given as they consolidate self-help skills and achieve independence.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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

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
--	-----