

Coleford St Johns Playgroup

Inspection report for early years provision

Unique reference number	101728
Inspection date	13/03/2009
Inspector	Christine Pollitt
Setting address	Bowens Hill Road, Coleford, Gloucestershire, GL16 8DU
Telephone number	07833 912453
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 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).

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

Coleford St Johns Playgroup is run by a parent committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Most of the children come from the rural community around Coleford and go on to attend St Johns Church of England Primary School. It is situated in the grounds of the school in the village of Coleford. In 2008 the playgroup moved into a new building comprising one main room for children's play, a meeting and therapy room, kitchen and toilet/nappy changing facilities. The building and resources are shared with Coleford Children's Centre Pre-school, which operates on Monday, Tuesday, Wednesday and Thursday afternoon. There is an enclosed hard standing outdoor play area with a covered veranda area for all weather play. A maximum of 22 children from two to five years may attend at any one time. The playgroup supports three children with learning difficulties and/or disabilities. Disability facilities are appropriate, with full access throughout the building, including a toilet. Children have use of the school playground, field, garden, hall and adventure playground. There are currently 30 children on roll, 26 of whom receive funding for early years education. The playgroup opens five days a week during school term times. Sessions are from 08.45 until 11.45. The four part-time staff have early years qualifications. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership, speech and language therapists and special needs support.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The playgroup is highly effective at making sure children's progress across the five Every Child Matters outcomes is exemplary. Provision for their physical and emotional well-being is excellent. There are very strong links with the school and the pre-school which share the same provision. Links with the local authority ensure that all children, including those with learning difficulties and/or disabilities, get every possible level of support. The outstanding leadership has highly effective systems leading to continuously improving provision which reflects the playgroup's good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- working closely with all settings and schools in this cluster to ensure effective transition to schools

The leadership and management of the early years provision

The standards of care are exemplary, and all policies and procedures, including safeguarding, are up to date. The staff are very alert to all issues of health and

safety and has robust procedures for important practices such as giving medicines. There are excellent links with parent/carers, the school and pre-school on the same site, and with the Early Years Partnership and appropriate support agencies. This is an exceptional provision and is highly effective at making sure that the children make significant progress given their starting points. Progress is assessed and used to plan the next steps in their learning. The responsibility for planning is shared by all adults, who know their children's strengths and weakness well. The progress of individual children is monitored very carefully and very clear records are kept, for example, in each child's 'Learning Journey'. This is shared with parents who are very appreciative of being included in their child's learning. One child has a picture of him tasting dragon fruit, and mum comments 'great that he tried something!' Another picture shows children playing in the snow and the parent has added 'Great to know he is really happy to join in with other children (can be shy) and has best friends he talks about at home.' Planning shows a very clear focus on pupils' interests. Adult-led activities, for example, stories, letters and sounds and counting activities are clearly identified.

The leadership is strong, and all staff work closely together to share excellent knowledge of each individual child's needs and to ensure those needs are met. Self-evaluation takes into account the views of the children, parents/carers and other agencies. It is very effective in identifying strengths and weaknesses and planning actions that lead to improvement. The playgroup is situated in a new purpose-built building. The quality of the building and the resources is outstanding, and has contributed greatly to raising children's achievement in all the areas of learning. This is especially apparent in their ability to be healthy and enjoy their learning. Their ability to play together extremely well contributes to the development of their strong social skills and they are very well prepared to start school.

The quality and standards of the early years provision

Children progress very well in all aspects of learning because adults look after them very well and the provision is outstanding. Relationships are excellent and children are made to feel valued and secure. Learning both indoors and outdoors is very well planned to provide the six areas of learning, and there is an excellent variety of activities where children can use their imagination and develop all their skills. Role-play areas include a pet shop to build on their knowledge and understanding. They learn about letters and numbers through many short teaching sessions, and develop good speaking and listening skills because all their carers talk to them whenever possible. Understanding of how to stay healthy was evident at snack time when children chose a good variety of healthy fruit and vegetables. They are very able to stay safe in the secure outdoor area where they develop very good physical and social skills using the excellent large toys and climbing equipment. There are musical instruments, a digital camera and a computer, which were all used well during the session.

Children are all extremely keen to be engaged with their activities in this very welcoming, secure and exciting environment. There is a paint tray with lots of colours. Children have great fun mixing and squeezing the paint with their fingers.

There is lots of colourful children's work displayed around the room. A huge dragon made by the children is walking across one wall. Children are very confident and totally independent. There is excellent interaction with adults to develop language, knowledge and understanding, social skills, especially when sitting in family groups for snack.

The outdoor environment provides very well for physical activity with wheeled toys and bicycles, and is an extension to the indoor provision. The children spontaneously started a game of hide and seek outside, with almost all the children joining in, and had a super time, laughing out loud. A group of boys were engrossed in decorating the area by chalking on the wooden fence.

The children are very aware of staying safe in the area and around other children. The children have an excellent understanding of the rules of the group both inside and outside and behave outstandingly.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.