

Westcott Tots Playgroup

Inspection report for early years provision

Unique reference number	510019
Inspection date	18/03/2010
Inspector	Jenny Firth
Setting address	Westcott Primary School, Westcott Street, Hull, North Humberside, HU8 8NB
Telephone number	01482 706860
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Westcott Tots Playgroup was registered in 1988 and is run by a management committee. It operates from a designated unit within Westcott Primary School on the east side of the city of Hull. A maximum of 19 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. There are currently 40 children on roll all of whom are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-old children. The Playgroup is open five days a week during term time from 9.15am until 11.45am and from 12.45pm until 3.15pm.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is a member of the Pre-School Learning Alliance. There are six members of staff, including the manager, at the early years provision. Four members of staff hold an appropriate early years qualification to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming and inclusive playgroup. Staff ensure that policies and procedures are followed, and arrangements to keep children safe and promote their well-being are mostly in place. However, risk assessments for outings are not always available. Staff plan a good range of enjoyable experiences and carry out thorough assessments of children's learning. Self-evaluation procedures are effective and identify areas for improvement, ensuring the setting has a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a full risk assessment is carried out for each specific outing and a record is maintained (Suitable premises, environment and equipment).
- 01/04/2010

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

- ensure that all staff have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately by attending updated training.

The effectiveness of leadership and management of the early years provision

Robust vetting and recruitment procedures ensure staff are well qualified and suitable. All staff are aware of their safeguarding responsibilities and hold first aid qualifications. Some staff, however, have yet to attend up-to-date child protection training. Policies and procedures are reviewed regularly, understood by staff and shared with parents. Risk assessments and daily checks ensure the premises, toys and equipment are safe. Although staff know what to do when taking children on outings, written risk assessments are not kept. This is a breach of requirement of the Early Years Foundation Stage and compromises the safety and welfare of children. Good quality resources are used to support learning. Staff provide good experiences for children through efficient use of the available space, which includes a well-resourced outdoor area. A wide variety of cultures and traditions are acknowledged in order to develop positive attitudes to equality and diversity.

Parents are made to feel welcome in this warm, inclusive setting, where all children are valued. There are opportunities to exchange information at the beginning and end of each session. Newsletters and information boards provide further information. Effective links with the school and other agencies ensure continuity for individual children's learning and development.

Staff regularly evaluate the work of the setting. Staff meetings and discussions enable staff to share ideas that support the efficient running of the setting. Staff appraisals promote ongoing suitability of adults and identify training needs. Staff consult with pupils and parents about their views. For example, information from parental and pupil questionnaires contributes to the staff's decision about making improvements to the outdoor area.

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

Children are well supported by dedicated staff who know them well and ensure they develop to their full potential. Thorough planning ensures children are provided with a good range of creative learning experiences which keep them involved, motivated and eager to learn. Clear information is gained about children's starting points, and carefully undertaken observations and assessments of children's progress ensure all aspects of children's individual needs are met successfully. Children are happy and settled and clearly enjoy their time at the setting.

Children get on well together, share their toys and take turns; for example when they play in the role-play area, dress up and look after their dolls. They develop their skills of independence as they choose from a wide range of exciting resources. They make models from a range of junk materials, play with torches and use magnifying glasses to hunt for mini beasts under a log in the outdoor area. Quieter activities are available too. Some children share story books together as they relax on comfortable cushions in the book area. They develop good, early

information and communication technology skills as they skilfully use a mouse when using the computer. Mark-making in the writing area provides opportunities to use a range of pencils, crayons and pens, and counting skills are reinforced through number puzzles and sorting activities. The children's understanding of the wider world is promoted well when they look at other cultures and countries, such as, India, France and Greece, and taste their native foods and make flags. They also celebrate festivals, such as Chinese New Year and Divali. Children have the opportunity to grow seeds and explore conditions for growth. They look at the properties of snow and compare these with the properties of jelly. Additionally, there are opportunities for children to develop their physical skills as they ride bikes and scooters, play with balls and balance on wooden ramps.

Children have a good understanding of how to keep safe, and regular fire practises ensure that they know what to do if they have to evacuate the building. They also have the opportunity to learn about road safety, and visits from the local police further enhance their understanding of keeping safe. Good hygiene practices are well established. The children wash their hands before snack time and after visiting the toilet. They eat healthy snacks and have access to fresh drinking water. Staff are fully aware of children's dietary requirements. Behaviour is good and staff are good role models, encouraging good manners and politeness.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure an assessment is undertaken to identify any risks to the health or safety of children for whom the later years provision is provided (Suitability and safety of premises and equipment) 01/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability and safety of premises and equipment). 01/04/2010