

Warmington Playgroup

Inspection report for early years provision

Unique reference number 220302
Inspection date 27/03/2009
Inspector Patricia Underwood

Setting address c/o Warmington School, School Lane, Warmington,
Peterborough, Cambridgeshire, PE8 6TA

Telephone number 07732 172873

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).

Description of the setting

Warmington Playgroup was registered in 1992 and operates from premises within Warmington School. The pre-school has use of a kitchen and main hall with adjoining play areas and shares the school toilets. There is a secure, enclosed outdoor play area. The pre-school serves the village of Warmington and other local villages. Links with the school and other EYFS providers have been established. Disabled access is no problem.

The setting is on the Early Years Register. A maximum of 24 children aged between two and five years may attend at any one time. There are currently 35 children on roll of whom 25 receive funding. The setting is open daily from 09:00 until 11:30, with additional lunch times until 12:30 Monday to Thursday, term time only. Children attend a variety of sessions. The group supports children who have learning difficulties and/or disabilities.

Eight part-time staff work with the children. All have relevant early years qualifications.

The playgroup receives support from the local authority.

Overall effectiveness of the early years provision

Provision in the Warmington Play group is satisfactory. Staff are committed to providing a safe, secure and interesting environment where the needs of all children, including those with learning difficulties and/or disabilities, are met. A range of activities reflecting all areas of learning is provided. Children are happy and settled and enjoy their experiences. Partnership with parents is outstanding. Most issues from the previous inspection have been addressed and as the setting's knowledge of itself is satisfactory the capacity for further improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure the next steps for each child in both the planning and assessment documents are very specific to their needs
- provide additional opportunities for key persons to develop their planning role and work with individual children
- provide a computer to further promote children's economic well-being

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

- ensure appropriate records are kept in the playgroup of all staff's Criminal Record Bureau (CRB) checks

30/04/2009

The leadership and management of the early years provision

Staff ensure the playgroup runs smoothly on a day-to-day basis. They work well as a team and know their roles and responsibilities well. Effective procedures are in place to identify any child who may be at risk. Staff are carefully vetted but information about all staff's CRB checks is not recorded and retained within the setting. All staff have appropriate qualifications. Risk assessments are carried out annually and for all visits. However although equipment and facilities are checked daily to ensure everything is safe the results are not recorded. All child protection and safeguarding policies are in place and updated regularly. Consequently children are well protected and safe. A good range of resources is available and readily accessible by the children.

Parents express very positive views about the playgroup, for example, 'My child is always happy and loves coming', 'Couldn't wish for more', 'It's all fantastic'. These comments and responses from a recent parent questionnaire reflect the confidence the parents have in what the setting provides for their children. Key workers liaise with parents and provide oral feedback about their child. However, despite encouragement from the staff, parents contribute little to the newly implemented learning journals about what their child has done at home.

Liaison with the school's reception teacher is very good. She has been very supportive in helping the play group implement a new planning format. Children visit reception class, share story time and have lunch daily with the older children. This helps to make the transition easier. Good links also exist with other Early Years Foundation Stage (EYFS) settings who receive children from the playgroup. Outside agencies provide invaluable support for children with learning difficulties and/or disabilities. For example staff and children learnt sign language to communicate with a profoundly deaf child, thus ensuring the setting is fully inclusive.

The setting knows itself well and is quite clear about its strengths and areas for improvement. A formal system of recording their evaluations has yet to be developed. Although areas for improvement have been highlighted few have been implemented.

The quality and standards of the early years provision

A safe, secure and interesting environment greets the children when they arrive. A wide range of activities reflecting most areas of learning, encourage the children to explore their surroundings. Planning shows links to the EYFS requirements. Assessment procedures are detailed and carefully recorded in the newly implemented learning journals. However, although staff are aware of the next steps, the information is very general and not specific to match the needs of each child. Because of this children's progress is satisfactory. Although key persons are responsible for a group of children there is limited time for them to work with them individually, or to plan activities specifically to meet their needs. There is a good

balance between adult-led and child-led activities, but more activities need to be planned that encourage all children to be more focused.

Staff are very caring and supportive, making children's welfare a priority. Staff have good relationships with the children, who, as a consequence are happy and settled. One child was a little distressed at leaving his parent/carer but was soon smiling after a member of staff spent time comforting him. Most children behave well as good behaviour is praised and encouraged.

A strong emphasis is put on language development with adults asking lots of questions to stimulate discussion. Every opportunity to count is used, although the younger children struggle to count, the older ones are more successful. Other activities to enhance numeracy and writing skills are limited. However, planning shows that relevant activities are available on other days. Children thoroughly enjoy listening to stories and all is quiet as they become engrossed in the story. Developing the children's Information, Communication and Technology (ICT) skills is hindered by the lack of access to a computer. Consequently promotion of children's economic well-being is satisfactory. Staff have plans to rectify this by purchasing a new computer, printer and cameras.

Children enjoy a creative adult-led task of making pictures of worms using string or a finger and had a great time doing this. This linked to previous session when the topic was worms. Children are excited and interested in mini beasts and one child was especially excited when they discovered a centipede under a mat.

The outdoor area is very popular and children cannot wait to go outside. They eagerly pedal the trikes and bikes round with great confidence and lots of laughter. Additional activities are available but they do not reflect all the areas of learning. There are plans to develop this area further.

Personal and social skills are developing well as children are learning to listen, to take turns, and to wait patiently. However some find this difficult and are too enthusiastic and call out. They are beginning to play together and share equipment. Lunchtime is shared with children from the school and this is helping the younger ones learn to socialise with the older ones.

Personal hygiene is stressed at all times. Healthy snacks are provided and children are beginning to understand what constitutes a healthy life style.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

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?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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 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.