

Fownhope Playgroup

Inspection report for early years provision

Unique reference number EY255746
Inspection date 27/04/2009
Inspector Sheila Boyle

Setting address St Mary's School, Fownhope, Hereford, Herefordshire, HR1
4PG

Telephone number 01432 860474

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).

Description of the setting

Fownhope Playgroup moved from the village hall to the current site in 2002. It operates from a large classroom within St. Mary's School in Fownhope, Herefordshire. The playgroup has access to the school hall and to many of its resources including a large playing field. A maximum of 18 children between two and five years may attend the playgroup at any one time. The playgroup is open four days per week in term time. On Mondays and Thursdays the sessions run from 09.00 to 15.00. On Tuesdays and Fridays they run from 09.00 to 12.00. There are currently 21 children aged from two to under five years on roll. Of these, 12 receive funding for nursery education. The playgroup supports children with learning difficulties and/or disabilities and receives support from the local authority. The leadership of the play group changed recently. The new leader has been in post since September 2008. The playgroup employs three staff; all have the necessary qualifications, NVQ Level 3. The setting has very close links with the school's Early Years provision. At the time of the visit the playgroup was registered on the Early Years Register. The accommodation has suitable access for disabled persons via a ramp to the main entrance and all of the provision is on the ground floor.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. Children enjoy a wide range of experiences which are well planned to meet their individual interests and needs. The new leader has a clear and effective awareness of inclusive practices and all children including those with learning difficulties or with medical needs are well supported and make good progress in their learning and development. Strong links with parents and other providers help children settle in quickly and confidently follow daily routines. Through the process of review, the leader has a good knowledge and understanding of the setting's strengths and areas for improvement and the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- formalise the setting's processes for self-evaluation, including seeking the views of all stakeholders, in order to further improve how well the setting meets the individual needs of all children
- ensure all staff undertake up-to-date training in child protection procedures
- ensure that policies relating to the welfare of children are updated to eradicate any minor omissions

The leadership and management of the early years provision

The playgroup is well led and managed and as a result children's learning and welfare needs are met well. Recommendations made at the last inspection have been successfully addressed. Effective systems are in place to ensure children are secure and safe. Risk assessments include detailed checks on the accommodation before the start of each session and regular fire drills. Effective links with the school ensure children have the opportunity to engage with older children particularly when they attend major events, such as the Easter celebrations with their parents. In the summer term, the older children regularly spend time in the reception class to prepare them for transition to school in the autumn term. Good links with outside agencies ensure children with additional needs, such as those with medical conditions, are supported well. Good provision for the professional development of staff has resulted in secure knowledge of the Early Years Foundation Stage framework which staff use well to plan for the needs of individual children and to plan topic work. For example, a child's favourite cartoon character 'Bob the Builder' was used to plan a topic on buildings. The setting is particularly effectively in promoting children's language and numeracy skills through daily circle time, story times and through focused sessions and the use of computer presented activities. The setting has good links with parents. It engages them well by inviting them into the playgroup to work with their children. Through face-to-face meetings, parents' evenings and questionnaires their views are sought and acted on. One parent spoken to was very appreciative of the provision and the support given by staff. The strong links with parents and the school's early years provision ensures continuity of learning and contributes well to children's good learning and development. The new leader has undertaken a review of policies and procedures and identified a number of minor omissions in policies, which are being systematically updated. The need to update staff training on safeguarding children has been identified and training has been arranged. The leader is developing an effective system of self-review and there are plans to make it more formal and include the views of all stakeholders to an even greater degree.

The quality and standards of the early years provision

Children enjoy learning because they are provided with a rich, stimulating environment and a wide range of fun and challenging activities, both indoors and outdoors which reflect their needs and interests. As a result, all children quickly learn new vocabulary and grow in confidence and self-esteem. Children frequently use the outdoor climbing facilities and toys. They develop good physical skills as well as coordination and social skills by playing ball games, jumping, climbing on the equipment and playing cooperatively. They play imaginatively on the child workbench, developing good language and social skills as well as their skills of investigation and enquiry. Indoors, children explore different materials, such as sand, water, play dough, paint and various types of paper. They persevere for long periods often playing in small groups where they demonstrate the ability to take turns and share with each other. In the art corner, children compare the size of flowers they have painted and use comparative vocabulary well. Activities to enable children to link sounds and letters and to enable them to practise their

writing and counting skills are in place. As a result, children demonstrate good early writing skills, some copy letters and others can write their name. Many count on from one to five and know the primary colours. Counting skills are developed through singing nursery rhymes and computer presented activities. Children's economic well-being is well assured as they are developing their literacy and number skills in preparation for school. Children demonstrate good independence by helping themselves to drinks from the tray and fetching their lunch boxes at break times. They play together in the home corner and often participate in shopping games, exchanging money for goods.

Children's welfare is promoted well. They identify healthy foods in their lunch boxes, such as grapes, tomatoes and cucumber. They make healthy choices at snack times, mostly choosing portions of fruit. Children quickly learn the daily routines and demonstrate a good awareness of health and hygiene by washing their hands after using the toilet and before meals. They are very happy and show affection and respect for staff by listening to them, behaving well and following instructions. Children quickly learn to tolerate, respect and support one another. Through the celebration of major festivals, such as the Chinese New Year, and visits from musicians, children learn about people, music and instruments from other countries. Children's good development in all areas, including their personal and social skills, means they are well prepared for the next steps in their learning.

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?	2

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

