

Waterbeach Community Playgroup

Inspection report for early years provision

Unique reference number	221774
Inspection date	14/11/2011
Inspector	Liz Owen
Setting address	The Waterbeach Playhouse, High Street, Waterbeach, Cambridge, Cambridgeshire, CB25 9JU
Telephone number	07902 291424
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).

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

Waterbeach Community Playgroup is run by trustees and a management committee made up of parents of children at the playgroup. It opened in 1972 and operates from The Play House, which is a purpose-built building on the site of Waterbeach Community School. It is situated in the centre of Waterbeach in Cambridgeshire. The playgroup is open each weekday from 9am to 12pm, with afternoon sessions on Mondays and Fridays from 12.30pm until 2.30pm for younger children. Optional lunch sessions for older children are available for the rising fives from 12pm until 1pm. The playgroup is open during school term times only. All children share access to a secure enclosed outdoor play area. The premises are accessible.

The playgroup is registered on the Early Years register. A maximum of 26 children may attend at any one time. There are currently 42 children aged from two to under five on roll, some in part-time places. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff, five of whom hold appropriate qualifications to at least National Vocational Qualification level two. The playgroup receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup provides a welcoming and stimulating learning environment for children where they can make good developmental progress. Children's individual needs are met well as staff have a good knowledge of the individual needs of the children in their care and strong relationships with parents and others support this effectively. The needs of all children are well respected taking into account variations in their home culture. The staff use good practice to promote children's welfare and most records, policies and procedures are well-maintained and in line with requirements. The management has completed a self-evaluation which includes most aspects of the provision, enabling targets for further improvements to be set.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, 01/12/2011)

environment and equipment).

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

- update the safeguarding policy to ensure it contains all relevant and required information
- reflect on the information shared with parents in relation to the policy on equality of opportunities
- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will continue to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the playgroup. The good recruitment and vetting procedures ensure that staff are suitable to work with children. They hold appropriate qualifications and continue to develop their knowledge through training. The staff understand procedures to be followed to protect children and have recently attended safeguarding training. Most documents and written records required for the safe and efficient management of the provision are in place. However, the safeguarding and equal opportunities policy do not contain sufficient information to be fully effective in supporting the work of the staff or providing accurate information for parents. The premises are safe and secure. The staff carry out daily checks, but a full risk assessment record has not been completed or reviewed for several years. This is a breach of welfare requirements. Good practice is used to promote children's good health and well-being, including those to prevent the spread of infection, to manage accidents and when children are ill.

The premises are well maintained and provide an inviting environment for children and parents. The childcare sessions are well-organised, with the younger children attending separate sessions during the afternoons. This enables the staff to plan a curriculum suitable for the needs of the different ages of children attending. A key worker system is used so that children have a specific adult who shows a special interest in the child through close personal interaction day-to-day. Children's independence and self-choice is promoted as they make decisions for themselves about the activities they would like to use. Good quality toys and resources, including those that reflect diversity, are readily available, both indoors and out. Children have direct access to outdoor play throughout the year. The staff group work well together as a team to support children's care and development. Some staff have specific roles and responsibilities, such as special educational needs and equality and diversity coordinator. This enables those members of staff to ensure children with special educational needs and/or disabilities receive an appropriate level of support to enable them to be fully integrated.

Parents and carers are encouraged to play a full and active role within the playgroup, for example, being part of the management committee, helping with the parent rota, being involved in social events or helping with routine tasks within

the group. Workshops on specific aspects of child development enable parents to obtain information so that they can support their child's learning and development at home. All required information is obtained from parents when children first attend the playgroup. This enables staff to plan a curriculum around children's interests and stage of development. Parents are kept well informed about their child's achievement, well-being and development. Parents contribute both formally and informally to their children's progress records through discussions with their child's key worker and written information in their children's home-playgroup diaries. The information on children's development is shared with parents through planned discussions between the key worker and parents. Partnerships are well established and contribute to children's achievement and well-being. For example, good links with the local school help children with the transition into full-time education. Information is shared between providers and partners, supporting individual children on a regular basis, such as other settings children attend or professionals involved in children's care and development. This helps to promote children's achievement and well-being.

The playgroup is supported well by the management committee. The management uses various methods to review the quality of provision and identify targets for improvement. However, the self-evaluation process has not been fully effective in assessing all aspects of the provision and identifying the setting's strengths, and therefore hampers the management's ability to successfully evaluate the quality of provision. Regular staff meetings provide good opportunities for staff to be involved in the organisation of the playgroup and to discuss the planning and teaching of the curriculum. The views of parents are also sought through a questionnaire. The recommendations made at the previous inspection have been addressed.

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

Children make good progress in their development. The staff use their good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage to promote children's learning and social and emotional development well. Children learn using a varied range of activities which help them acquire new skills and understanding. The interaction between the staff and children provides good opportunities for children to ask and respond to questions and to develop their understanding and use of language and numeracy. The curriculum is planned around children's individual interests, which allows children to independently select resources and develop and explore their own ideas through play. For example, children choose to play cooperatively, setting up a puppet show using soft toys. They are happy and excited and enjoy performing for the adults and other children watching. The balance of child-initiated and adult-led activities means that the key worker is able to monitor the range of activities used and ensure that any gaps in children's development are identified. The staff effectively use observations and assessments of children's progress to set targets for children's ongoing progression towards the early learning goals. Consequently, children are developing good skills for the future.

The organisation of the day's activities enables children to learn through exploring ideas, both indoors and outside. Registration and circle time provides good opportunities for children to take turns, to use numbers for counting to identify shapes and recognise their written name. Children demonstrate their competence in using technology using programmable toys and computers. Children's language development is supported well by staff who use conversation and questions to help children develop their vocabulary. Activities which introduce children to letter sounds are regularly used. Staff use the same strategies used within the school reception class to ensure consistency. Resources and activities which help children with problem-solving, reasoning and numeracy are always available. For example, children use construction materials, sort and match objects and use games and equipment that offer opportunities for counting and shape recognition. Displays of children's work make the environment inviting and show that children's imagination and creativity is valued.

Most children's behaviour is generally good. They are learning codes of behaviour, such as turn taking, helping with routine tasks and showing concern for others. The staff use an appropriate range of strategies to manage children's behaviour and help them develop good dispositions and attitudes towards their learning. Children are beginning to gain an understanding about diversity through activities and experiences they participate in. The staff respect the cultural diversity and families and work well to ensure all children are able to participate in activities provided.

Children are encouraged to adopt healthy lifestyles. They follow good hygiene routines, are provided with healthy snacks and daily access to outdoor physical play in the fresh air. A lunch club is provided for the rising fives. This enables children to develop their independence and manage meal times in preparation for starting school. Children's individual dietary needs are catered for and individual care plans drawn up for children who require intimate care. Children demonstrate their independence and self-care skills, understanding they need to put their coats on playing outside in the cold weather. Physical activities take place indoors and outside. Staff have attended training to deliver exercise sessions. Children show confidence in using wheeled toys and climbing apparatus. They peddle and scoot wheeled toys using their dexterity to manoeuvre around the outside play area. Staff are on hand to supervise the children and to remind them about safe play. Activities and discussions about personal safety and children's involvement in safety routines, such as evacuation drill and learning about road safety, helps children learn to keep themselves safe.

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	3

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	3
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	3
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

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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

