

Coten End Playgroups

Inspection report for early years provision

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Inspector Karen Millerchip

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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

Coten End Playgroups has been in operation for over 45 years and re-registered in 2007. It operates from the main hall and several other rooms in the Youth Centre in Warwick. A maximum of 41 children may attend the setting at any one time. Sessions are every week day in term time. Children attend from 9am to 12noon and a lunch club operates from 12noon to 12.55pm. Children attend for a variety of sessions. There is an enclosed rear outdoor play area for all the children.

The setting is registered by Ofsted on the Early Years register and both the compulsory and voluntary parts of the Childcare register. There are currently 58 children aged from two years six months to under five years on roll. Of these, 35 children receive funding for early education. Children generally come from the local area. The setting is able to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 11 members of staff. Of these, six hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this stimulating, well resourced, child-friendly environment where all are valued and included. They are confident, enthusiastic and eager to be involved in the wide variety of stimulating activities available to them; as a result they are making very good progress in their development and learning. Staff are extremely caring and kind and use their knowledge and experience in the childcare field, to effectively meet the individual needs of the children. Excellent partnerships have been formed with parents and other agencies to ensure continuity of care for the children. Effective systems for the self-evaluation of practice securely identify areas for development and the settings commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that mathematical resources are readily available both indoors and outside to support children's development in this area
- ensure there is a balance of adult-led and freely chosen or child-initiated activities, that provide appropriate challenge, delivered through indoor and outdoor play.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and flourish in this exceptionally well run preschool group. They benefit from the robust systems that ensure staff are suitable and children are not left unattended with unvetted adults. Staff demonstrate an excellent understanding of their role and responsibilities with regard to protecting children from abuse and neglect. All required documentation and records are efficiently maintained and parents and staff are made aware of the comprehensive range of policies and procedures which are regularly reviewed and updated. Thorough risk assessments are in place and daily safety checks ensure children can play safely. Access to the setting is only via a member of staff and security systems are robust. A record is kept of all visitors. The routines for the day and the premises are extremely well organised. This means that children can easily engage in a wide range of exciting, challenging and stimulating activities and resources that motivate them to learn. The outdoor area is accessed during the session as an additional learning environment.

Children make extremely good progress and staff are knowledgeable and committed to making a difference to children's learning. Staff continually access training and use their knowledge very effectively to ensure continual improvement. For example, all aspects of the provision are evaluated which results in clearly defined action plans aimed to consistently improve the care provided. The majority of staff have early years qualifications and the staff team meet regularly to cascade any new information they have acquired. Annual appraisals enable individuals to identify their own needs and share ideas to improve the service. Recommendations from the last inspection have been implemented to ensure parents are informed of all policies and procedures.

Excellent partnerships have been formed with other professionals involved in the children's lives which ensure continuity of care and coherence of information. Staff enjoy extremely good working relationships with parents and effective communication systems are in place. Key persons are effectively assigned to individual children to ensure their needs are met, to monitor their development and to form notable relationships with parents. Parents are continually kept well informed about the provision through newsletters, parents' boards, open days and daily verbal communications. Questionnaires provide opportunity for all parents to share their views and put forward any ideas they may have to enhance the service further. Parents are absolutely delighted with the care they and their children receive. They find staff to be 'friendly and supportive and keep them informed at all times about their child's progress'. Staff obtain detailed information about each child's needs when they start which enables staff to plan effectively for their individual needs. Parent consultations encourage this further and parents are actively involved in the day to day running of the group and volunteer to help when needed. Staff have formed effective links with the local early years department, the local school and the area special needs coordinators so children's needs are further supported.

Staff consistently provide an inclusive, welcoming environment where equality and

diversity is consistently promoted and supported by effective policies and procedures. Children learn about diversity and the wider world through planned activities, resources and cultural celebrations that take place. Cooking activities include foods from different countries and parents are invited to share their own experiences. The staff have an excellent knowledge of the children's needs and any additional support is identified, sought and monitored. Support for children with learning difficulties and/or disabilities are well-founded and local professionals are very complimentary about the level of support and information provided by the setting.

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

Children are extremely settled and relaxed and make great progress in their learning due to the high levels of support, care and attention. They confidently approach adults for support or to chat showing that they feel safe and secure and excellent relationships have been formed. Children follow good hygiene practices and they understand the importance of washing their hands after using the bathroom, before eating and after playing in the garden. They enjoy a wide variety of nutritious snacks including fruit, vegetables, cheese and sandwiches and older children are actively involved in choosing and serving their preferred items. Younger children are supported by staff to develop their independence in self-help skills during snack time Children understand the need to drink regularly to stay hydrated and freely access water or milk when thirsty.

Children's safety is promoted very effectively and staff use daily experiences so they develop a good awareness of how to stay safe, for example, not running when indoors, using scissors carefully. Excellent systems are in place to ensure the safety of staff and children at all times and effective risk assessments ensure children's safety both inside and outside. Access into the setting is via a member of staff and all visitors are asked to provide personal identification before entering. Children develop confidence and awareness in an emergency as they regularly practise evacuation procedures and talk about road safety and stranger danger when out.

Children's behaviour is excellent and staff are good role models. All within the setting treat each other with respect and kindness and children learn to share and take turns. Children show very good manners and politely ask staff for help, for example when getting dressed for outside play or at snack time. At tidy-up time there is evidence of great team work amongst the children and staff as they help move boxes, trolleys and storage units to the end of the hall.

Children are self-motivated and actively occupy themselves. They show good levels of concentration as they build large models that represent bridges and pathways and they actively enjoy working together to develop a story as they jump, balance and stretch across the interlinked blocks. They learn to use their imagination using different resources and thoroughly enjoy when guests come into the setting to show how they can use a wide variety of materials to be creative. Staff aim to

develop this in all areas of the children's learning. Photographs reflect their time within the setting and are shared with parents, encouraging them to recall the things they have been involved in and share their experiences. Younger children thoroughly enjoy circle time that introduces letters sounds and rhyming words. They show great excitement as they play the 'chilly, silly soup game' where ingredients such as a, bat, cat, hat and Pat are mixed together into a bowl. Staff are skilled at assessing each child's level of involvement to ensure they enjoy the experience. Older children work in their key person groups for short periods each day, they are introduced to different topics and associated letter sounds and rhyming words. These sessions are generally pitched so all children can be actively involved. However, there is not always the recognition that children of more or less ability need different challenges. Children enjoy access to the outdoor play area at specific times during the day, where they competently use a range of wheeled toys and small equipment. They happily develop their imagination as they use the play house and enjoy the wide range of opportunities available in the garden. They learn about healthy lifestyles through daily exercise and the provision of a range of healthy nutritious snacks.

Children are introduced to number when adult-led activities take place. They enjoy counting songs and eagerly become involved in action rhymes. However, visual aids are not as apparent and the spontaneous opportunities for learning in this area are not seized; therefore, children may not progress as quickly in this area of development as they do in others. They access a computer and are developing skills to operate the keyboard and mouse to independently play educational games.

Resource boxes are stored at low level and are clearly labelled. This provides children with excellent opportunities to independently select the resources they want as they initiate their own play and learning. They continually develop responsibility during the day as they are encouraged to pack away the toys and activities after they have finished playing. Children are consistently occupied and involved and the staff's enthusiasm is infectious.

Children are making excellent progress in their learning as staff have a very good understanding of how children learn and extend and develop their learning through play. Comprehensive observations and assessments of children's learning enable them to plan effectively and in detail for each child's individual needs and future learning. Children's achievement records are available to parents at all times and key dates within the year are planned for more formal consultations with children's key workers. Therefore, they are kept up to date and involved in their child's learning.

Children are confident and self-assured. They show a good understanding of letter sound links as they carefully listen to and identify the initial sounds in words. Many children are able to recognise a wide range of the alphabet and confidently begin to write their names. Children are confident communicators talking to adults with ease, sharing what they know and are doing and show inquisitiveness, demonstrating trust in adults to show interest and meet their needs.

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

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	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

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