

Wheldrake Playgroup

Inspection report for early years provision

Unique reference number 321549
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Inspector Diane Lynn Turner

Setting address Wheldrake Village Hall, Broad Highway, Wheldrake, York,
North Yorkshire, YO19 6BE

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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

Wheldrake Playgroup is a committee run provision and has been registered since October 1992. It operates from two rooms within the village hall in Wheldrake, a village on the outskirts of York. The building is on one level and has an outdoor play area. The group serves the local community and surrounding areas and is registered by Ofsted on the Early Years Register. Opening times are currently Monday and Friday from 09.00 to 15.10, Tuesday from 09.00 to 12.30 and Wednesday from 12.40 to 15.10, during term time only. The group is registered to take a maximum of 30 children at any one time and there are currently 38 on roll, all of whom are within the early years age group.

The playgroup is a member of the Pre School Learning Alliance and employs six members of staff, four of whom have early years qualifications to level 3. They receive support from the development workers at the Local Authority.

Overall effectiveness of the early years provision

The playgroup provides a very warm and welcoming environment where children have access to a very good range of interesting activities and resources. The sessions are organised very well overall, and all of the necessary documentation is in place to support the safe and efficient management of the service. All children are welcome to attend and they are cared for by staff who take a genuine interest in their lives and develop very good relationships with them, which ensures their individual needs are fully met. Very good relationships are established and maintained with the parents and other early years settings that the children also attend. The staff team is fully aware of the group's strengths, and more importantly where improvements can be made to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the organisation of the sessions to ensure everyday routines do not prevent children from fulfilling their self initiated activities
- improve the system for recording any medication administered to children.

The leadership and management of the early years provision

The playgroup has policies and procedures in place which cover all areas and support the efficient management of the setting, with the exception of the medication records, which do not clearly show when this has been administered. Staff undertake risk assessments on a regular basis; diligently carry out and record safety checks at the start of each session and ensure the premises remain secure at all times so no unauthorised person gains access. They organise the rooms very

well despite the constraints of the premises and offer a good balance of both child-led and adult initiated activities. However, the presentation of everyday routines, such as snack time and registration sometimes impinge on children's self initiated play, which means they do not always have the opportunity to complete or extend their ideas.

Staff fully understand their responsibilities in safeguarding children, are confident in recognising the possible indicators of abuse and know the correct procedures to follow should they have any concerns. They work extremely well together as a team and are committed to helping the children to achieve well. There are two identified deputies who can capably take charge in the absence of the manager and many members have been at the group for a number of years, which ensures continuity in the children's care. Suitable procedures are in place for the safe recruitment and vetting of any new staff, for their induction and to support their continuing development.

All children are welcome to attend and good support is provided for those with learning difficulties to ensure they are fully included. Staff develop very good relationships with the parents and ensure they are fully involved in the setting. They are given a prospectus when the placement begins; they take part in the parent helper rota and help their child to self register on arrival. Parents spoken to at the inspection all made very positive comments about the setting, with one parent seeking the inspector out to express how well their child has settled at the group. Effective systems are in place to monitor and evaluate the quality of the setting. All recommendations from the previous inspection have been successfully implemented and improving the outdoor play area has been identified as a priority. Plans have been drawn up for the area in full consultation with the children and parents, and grant funding is currently being sourced.

The quality and standards of the early years provision

Staff develop very good relationships with the children. They support their learning very well, skilfully using questioning to make them think and they make particularly good use of props to sustain the children's interest at story time. They delight in the children's achievements and have very effective systems in place for assessing their progress, tracking their development and for planning the next steps in their learning. Good attention is given to promoting the children's health and their understanding of safety. Staff ensure that the children have access to the outdoor area whenever possible and also provide physical activities indoors, which support them in developing good control of their bodies. As a result, they are able to move very co-operatively together in a line as they pretend to be on a train, and laugh with delight as they reach and stretch as high as they can and then 'wobble' down to the ground. They fully understand the importance of hand washing to help them stay healthy and they learn to eat healthily as they choose from a selection of healthy options at snack time. They confidently remind one another to eat their sandwiches first at lunch, and know they need to drink water after physical activities if they become thirsty. They use the toys and resources safely, know they must not run inside, and sit very well together at group time, with regard for one another.

Staff give very good attention to promoting children's personal, social and emotional development. As a result, the children settle very well, they are confident, enjoy their learning and their behaviour is excellent. They excitedly choose from the activities, show sustained concentration at discussion time and are captivated by stories, such as 'Goldilocks and the three bears'. They are confident to try and resolve their own minor disagreements, knowing they can seek adult help if needed and they fully understand about sharing. For example, when items are brought from home they understand that these are precious to the owner and treat the item accordingly. They show creative flair as they use a variety of collage materials to create detailed pictures, and show a real interest in number, using this independently in their play. For example, they count confidently to 10, sort by size and colour and make shapes, such as a circle, as they play with the small world bears.

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

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 the 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.