

Towerview Playgroup

Inspection report for early years provision

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Inspector Sally Wride

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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 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.

Description of the setting

Towerview Playgroup originally opened in 2004 and re-registered in new premises in 2009. The setting is a committee-run group and runs alongside a second setting run by the same committee in the village of Broadway, near Evesham. The group operates from a mobile classroom within the grounds of Broadway First School. Access to the group is via Broadway Youth Club gates. The playgroup serves the local area and has strong links with local schools. There is a fully enclosed play area available for outdoor play and a Forest School is also on site.

A maximum of 24 children may attend the setting at any one time. There are currently 47 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 34 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The setting supports children with learning difficulties and disabilities, and children who speak English as an additional language. The building is accessed via a ramp or steps and accessible toilet facilities are available. The group opens five days a week during school term times. Full day care is available from 08:55 until 14:55. Sessional care is also available from 08:55 until 11:55 and from 11:55 to 14:55. Children are able to attend for a variety of sessions.

The setting employs eight members of child care staff. All staff hold appropriate early years qualifications to Level 2, 3, or 4. There are three members of staff who hold relevant degree level qualifications and one member of staff with Early Years Professional Status. There are three members of staff currently working towards higher-level qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thrive in their playgroup environment and relish spending time with their peers and the committed, experienced and well qualified staff who cater for their individual needs extremely well in the inclusive care environment. All aspects of children's welfare, learning and development are promoted with great success. Successful partnership working with children's parents and carers and other professionals contributes significantly to the high standards achieved. Leaders, managers and staff demonstrate outstanding capacity to maintain continuous improvement. They are highly motivated and committed to improving outcomes for children and have robust strategies in place to do so.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further children's individual learning journeys to extend parental and child involvement.

The leadership and management of the early years provision

The provision's success in implementing the EYFS results from excellent leadership. The committee, managers and staff consistently share values and strive to provide exceptionally high quality services for children and their families. The provision is routinely evaluated through ongoing reflection which ensures that all strengths and areas for further development are known. Clear plans are in place for the future as to how these identified areas will be worked upon to further extend the already excellent provision. The involvement of staff in such processes contributes significantly to them feeling valued. They speak enthusiastically of their enjoyment at working at the group and of the encouragement they receive to gain further knowledge through access to training and formal qualifications. Children are safeguarded exceedingly well. Robust systems for recruitment, vetting and induction ensure that children are cared for by safe and suitable adults and all required policies and procedures are current and effective in practice. Staff are vigilant in ensuring the premises are safe and secure. They conduct ongoing visual safety checks and take positive action to ensure that all perceived hazards to children are minimised. All staff have an excellent knowledge of the setting's safeguarding policies and procedures, which are reflective of Local Safeguarding Children Board (LSCB) guidelines.

Staff work in partnership with children's parents and carers to discuss and plan for how each child will be supported in their learning and development in line with their unique needs and in order for them to consolidate their learning and make further progress. Biannual information evenings are held to ensure parents and carers are fully informed about the EYFS and long term plans for the group. Parents and carers have free access to the setting's planning documents and their own children's observation and assessment files. Daily exchanges of information at the start and end of each session ensures that parents and carers are always well informed and promotes a highly effective system for a two way flow of information. Meetings between staff, parents and carers throughout the year provides a formal opportunity to discuss children's progress in greater depth. Written information regarding children's individual education plans is sent home on a termly basis to ensure that parents are fully informed of focused learning intentions for their children. They are invited to respond to their children's individual education plans and share information about their observations of children's learning from home. Parents are able to view photographs of their children learning through their play on the setting's digital photo frame. Children also relish opportunities to view slideshows of themselves and their peers. Wider partnerships with professionals from external agencies and the local community contribute substantially to improving children's care and progress in the EYFS. Excellent procedures are in place to identify and support children with learning difficulties and disabilities and children who speak English as an additional language. This ensures that every child receives support consistent with their

unique needs. Partnerships with local schools are fully effective and support children's smooth transition from playgroup to school.

The quality and standards of the early years provision

A continuous cycle of observation, assessment and planning enables staff to provide enjoyable, stimulating and exciting activities that are tailored to meet individual children's unique learning and development needs. Planning is reviewed, adapted and developed in response to their needs and to ensure children consistently feel secure within their environment and develop a positive sense of self-esteem. Every child has an individual education plan which supports their individual development and benefit from a highly effective key person system. Children's individual learning journeys are well established with further work to ensure greater parental and child involvement currently being undertaken. Staff are skilled at supporting children to enable them to make decisions and take responsibility for themselves whilst also developing a sense of personal existence within the group. As a result, children have and express enthusiasm for learning and relish taking part in the wide range of fun and interesting activities on offer.

Children are very confident and enter the playgroup environment with excitement and vigour. They communicate freely and make independent decisions about what they would like to play with and how they would like to spend their time. They relish the company of their peers and actively seek them to join in with their play. They interact well as they share, take turns and play together fairly in small groups. Children are encouraged to negotiate rules for play and problem solve. Visual timetables and activities are also used to enable children to express their needs and views. Children are active communicators and listeners. They express themselves very well when playing with their friends and show developing confidence in talking in larger groups, for example, as they talk as part of a group about why certain objects may not be safe. Children have easy access to writing resources and often ascribe meanings to the marks that they have made. Many of the children are able to write their names whilst others are well supported as they begin to form recognisable letters. Children choose their own names to display as part of the self-registration system and their early reading skills are developed as they point out letters and words that they can see in their environment, such as the 'stop' on the lollypop stick. They distinguish between different letters and the sounds that they make and use a 'beat baby' to play games where they sound out rhythms and syllables.

Children see numbers displayed within their care and learning environment and count confidently during everyday routines and their play. They independently problem solve as they work together to see if a tray full of buttons fits into a smaller container. They skilfully piece together jigsaw puzzles and problem solve as they negotiate with each other to ensure play is fair for all children. For example, children consider how many toys are needed to ensure that every one who wants to take part can. Children explore volume and capacity as they pour sand and water from one container to another and co-operate with one another as they design and build a marble run. Children have free access to ICT equipment. They make excellent use of telephones to act out making calls to each other,

taking messages and recording these on notepads with a range of writing implements. Children's creativity is developing extremely well through arts and crafts and through imaginative role play. They are busy and occupied in their play and behave very well. They receive warm praise and encouragement for their efforts and achievements which positively fosters their self-esteem. They develop an appreciation of the wider world as they explore cultural and religious events throughout the year. They access a wide range of toys and resources which reflect positive images of diversity, including resources that encourage them to consider different emotions.

Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. They are currently taking part in a week of activities which focus on Child Safety Week. They have enjoyed a visit from the local police officer, exploring the police car and siren. A local health visitor visited the setting to talk about safe and unsafe objects and about how children can promote their own personal safety. Children use their creativity to make large-scale lollypop sticks and zebra crossings which they then use in their play to act out crossing the road in a safe and sensible way. They talk about and practise the stop, look, listen and think technique. Children confidently make independent decisions about whether they would like to play indoors or outside. They freely flow between the indoor and outdoor learning environment, under the direct supervision of staff. Outdoors, children use a range of equipment to develop and extend their physical control. For example, they pedal ride on toys and work in partnership with their peers to push and pull their friends around in carts, exploring how to stop at the make-believe zebra crossing as they gather speed. Children relish twice weekly Forest School sessions. They explore their natural surroundings, taking risks in a controlled environment. Overall, children are making outstanding progress in their learning and development, in a care environment that successfully promotes all outcomes for children.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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