

Pangbourne Valley Playgroup

Inspection report for early years provision

Unique reference number	110733
Inspection date	27/04/2009
Inspector	Jane Chesterfield
Setting address	Pangbourne Primary School, Kennedy Drive, Pangbourne, Reading, Berkshire, RG8 7LB
Telephone number	0118 9841661
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).

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

Pangbourne Valley Playgroup opened in 1998. It is situated within the grounds of Pangbourne Primary School in purpose built premises and is run by a parent committee. The playgroup opens Monday to Friday from 09.00 to 11.30 and 12.45 to 15.15 Monday to Thursday. The playgroup offers a lunch club which runs from 11.30 to 12.45, Monday to Thursday. The group is open during term time only. A maximum of 20 children may attend the playgroup at any time. There are currently 50 children on roll aged from two to five years. Of these, 26 children are in the early years age group. The nursery is able to support children with learning difficulties and/or disabilities and all areas are easily accessible. The playgroup employs eight staff, all but one of whom hold or are working towards appropriate early years qualifications. Pangbourne Valley Playgroup is registered on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register.

Overall effectiveness of the early years provision

Pangbourne Valley Playgroup offers good childcare provision. The children who attend are happy and secure, and make good progress in their learning and development. The playgroup is very inclusive. Children with learning difficulties or disabilities, and those who are learning English as an additional language, are very well supported by staff. This means that they are able to join in with all the activities and are fully accepted by the other children. The parent committee and the staff work hard together to make the current good practice even better. As a result, the playgroup has a good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop their skills in writing and counting for a purpose
- ensure that staff plan activities to challenge all children, particularly those who also attend nursery.

The leadership and management of the early years provision

The playgroup is well led and managed. The supervisor is well supported by the parent committee, and uses the committee's policies and procedures effectively to ensure that children are kept safe and legal requirements are met. Arrangements for safeguarding children are secure. The playgroup fosters good relationships with parents, welcoming them at the beginning and end of the session, and keeping them well informed of how their child is progressing. Parents have access to their children's assessment folders, and the children love to share these with adults. The key person system is used well to ensure parents have a known point of contact, and parents have good opportunities to discuss their children's development at

length during parents' evenings. The playgroup has also created good links with specialist services to support the particular needs of individuals. It has good systems for liaising with the school's nursery over the welfare needs of children who are transferring or who attend both settings, but is not focusing on co-ordinating provision for their learning.

Systems for self-evaluation are good. There are weekly staff meetings and regular parent committee meetings where recent activities and current procedures are evaluated, and suggestions for improvement discussed. Ideas from parents who are not on the committee are welcomed and valued. Ongoing projects for improvement are good. The committee uses its funding wisely and has exciting plans to develop the excellent outdoor area to create even greater opportunities for the children. New trellising will provide more space for growing plants, for example, while more roof covering will mean a wider range of activities can be available in wet weather.

The quality and standards of the early years provision

Staff work very well as a team to promote children's welfare and well-being at all times, and as a result the playgroup is a positive, orderly community, where relationships are very good at all levels and children are able to thrive. The recommendation from the previous inspection about improving the consistency of behaviour management in the playgroup has been well addressed. Staff follow the behaviour policy closely, and set high standards for behaviour. This means that the children know what is expected of them and understand how to treat others. They behave safely and considerately. Staff place a good emphasis on helping the children to be healthy and stay safe. They make sure that children wash their hands after using the toilet or playing outside, and before they have anything to eat. They also help children to think about taking care of themselves, for example, dressing appropriately to go out to play in the rain, and putting on dry clothing when they come in.

Children's personal, social and emotional development is very well promoted by all staff, so that they make a good contribution to the playgroup community and are well prepared for moving on to school. They learn how to sit and listen during story time, for example, and to put their toys and other people's away during tidy up time, and they are able to take turns to get ready for their lunch. When they arrive each day, they choose their activities with confidence, settle quickly, and enjoy what they are doing. Staff support the children well in their learning. They plan for a wide range of activities covering all areas of learning indoors and out, and make the most of unplanned opportunities that present themselves. Staff and children made the most of the excellent outdoor area during heavy rain, for example. One child collected a bucketful of water to see what would happen when she poured it down the slide, while others used spades to make mud pies and see how long they would last.

Staff develop children's speaking and listening skills and their vocabularies well through careful use of question and answer and by repeating and reinforcing new words with them. Opportunities for developing reading, writing and mathematical

skills are always available. There is a good book corner with books chosen to link in with the current theme of transport, for example, a ready supply of pens, pencils and paper, and plenty of jigsaws, construction and shape sorting toys. However, staff do not always plan for children to use reading, writing and numbers for a purpose, for example when in their role play areas indoors and outside, so that they can understand how these skills are used in daily life.

The playgroup has made good progress on developing its planning since the last inspection. Desired outcomes and the action needed to achieve them are now clearly defined. However, the planning does not make clear how the activities will challenge and stretch the more advanced or older children, particularly those who already attend the school nursery part-time and so are being taught similar skills elsewhere.

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

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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