

Begbroke Playgroup

Inspection report for early years provision

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Inspection date 06/10/2009
Inspector Karen Louise Prager

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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*.

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Description of the setting

Begbroke Playgroup is run by a parent management committee. It opened in 1979 and operates from two rooms in the annex of the village hall. It is situated in the village of Begbroke near Kidlington. A maximum of 14 children may attend the playgroup at any one time. The playgroup is open Monday to Friday from 9:15am to 11:45am during term times. All children share access to an outdoor play area.

The Playgroup is registered on the Early Years Register The provision is registered to care for a maximum of 14 children under eight years at any one time. There are currently 16 children aged from two years to under five years on roll. Of these, three children receive funding for nursery education. Children come from a catchment area covering the local rural community and surrounding areas. The playgroup supports children with special educational needs or disabilities, and children who speak English as an additional language.

The playgroup employs three staff. The manager holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The management and staff team have an insufficient understanding of the requirements of the Early Years Foundation Stage, which has a significant impact on children's welfare and learning. Those in charge disregard or are unaware of weaknesses and are ineffective in driving and securing improvement. Children are cared for sufficiently so their safety and health are adequately promoted, although necessary safeguarding procedures are not implemented. The staff have built positive relationships with parents and carers and all children are welcomed into the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement effective systems to ensure that adults looking after children are suitable to do so (Suitable People) 03/11/2009
- ensure written parental permission is requested to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare) 03/11/2009
- undertake sensitive observational assessment in order 03/11/2009

to plan to meet children's individual needs
(Organisation)

To improve the early years provision the registered person should:

- improve the engagement with parents and other carers so that the needs of all children are identified and further encourage their contribution to their children's learning
- develop reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for the children

The effectiveness of leadership and management of the early years provision

The manager and committee have not taken sufficient responsibility for managing the provision, although regular evaluation of the provision is carried out, both by the manager and through visits from the local authority advisor. Some training is undertaken by staff and an action plan to improve staff qualifications is in place. However too little is done to secure improvement based on the issues identified. As a result the provision for children is not improving. Staff members have some awareness of how to safeguard children should they have a concern and the manager has attended training. However, procedures to safeguard children are inadequate. The lack of understanding about the management responsibility has resulted in Ofsted not being informed of changes to the committee members and suitable clearances have not been completed. This means that the provider has committed an offence by failing to notify us of a significant event that may have an impact on the children. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Most children's development is satisfactory and staff are able to demonstrate how they are supporting children who are not yet making sufficient progress. Staff work sufficiently well with parents, carers and external agencies to meet the needs of most of the children attending. Parents are provided with information about the playgroup and notices display essential documents such as the certificates of registration and insurance. Parents speak highly of the provision and report that their children benefit from the small size of the group and the warm welcome the families receive. There is a useful ongoing dialogue between parents and staff which ensures that most necessary information is shared. Parents are invited to attend the setting once a year to discuss the children's progress so far, and a written report is also given to parents at this time. Parents are not encouraged to be part of their children's learning.

Safety and care of the environment are adequate and the accommodation is suitable for the needs of the children attending. The premises are decorated with many posters and art work completed by children reflecting work that has been carried out over the past year. Children play with a selection of suitable equipment in two small rooms and also have access to an outdoor play area for a short period

on most days. Children also have occasional use of an adjacent village hall and cricket field where they have opportunities to move more freely in a larger space. Visits into the community and from adults into the group are rare, but offer some opportunities for children to learn about the wider world. Most required documentation is in place, including a record of children's personal details and attendance and required policies. A clear record of risk is in place for the premises and some additional risks are recorded when trips are planned. Records of parental permission for the administration of any emergency medical advice or treatment are not in place for all children.

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

Children play in a sufficiently safe environment where they are taught to keep themselves and others safe. They are encouraged to consider how they travel down the slide, and stories are used to promote discussion with children about how to keep themselves safe with fire. Premises are kept reasonably clean. Children learn why they need to wash their hands before they eat and are helped to do so by staff. Parents provide towels for children to dry their hands on and pegs are individually labelled which promotes children's feeling of belonging in the setting.

Children settle well in the playgroup and are able to freely access a wide range of activities from low level storage and ready set out activities. Staff carry out regular observations and assessments of the children, and come to know most children well. However recording of these is incomplete and progress is inconsistently recorded and is not tracked against the Early Years Foundation Stage framework. Some basic planning of continuous provision takes place, though the recording of this is inconsistent and it does not link to children's current interests, or to the current topic. As a result progress for some children is uneven. Termly themes are chosen by staff, though staff also respond to children's individual interests. For example, the arrival of a large cardboard box prompted a child to suggest making a fire engine. Children and staff worked together to transform the box which is then used for role play. Children enjoy looking at books with staff in a cosy seating area. A role play area provides opportunities for children to develop caring skills as they cook meals and take babies for a walk in a pushchair. They enjoy wearing dressing up clothes as part of this play. Children start to solve problems for themselves, such as when marbles get stuck in the tube, or a train disappears in to a tunnel. A selection of appropriate puzzles enables children to be challenged, whilst still being able to achieve.

The suitable accessibility of resources, such as aprons and coats enables children to start to care for themselves. They learn to dress appropriately for the weather putting on coats and shoes when it is raining, and staff are available to assist where necessary. Children take an active role with tasks, assisting with clearing up after their play, and handing round plates and cups at snack items. They are reminded to say please and thank you. Staff act as appropriate role models and encourage children to be caring towards each other. As a result children learn to behave well. Children are encouraged to talk and communicate, both on a one to

one basis and in whole group situations. Through the support of staff children feel increasingly confident to do this.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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