

Begbroke Playgroup

Inspection report for early years provision

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Inspector Tom Radcliffe

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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, Oxfordshire. 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 to care for a maximum of 14 children under eight years at any one time. There are currently 15 children aged from two years to under five years on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a catchment area covering the local rural community and surrounding areas. The playgroup supports a child who speaks English as an additional language.

The playgroup employs three staff all hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting works with an understanding of the individual needs of children which helps to ensure that their learning and welfare needs are given appropriate attention. Children enjoy playing in a child-friendly setting and are able to access interesting play and learning opportunities. They are also able to make choices and develop their ability to be independent. The setting promotes partnerships with parents and others to support the progress that children make. The provider is developing increasingly effective processes of self-evaluation in order to gain an understanding of the setting's strengths and weaknesses. Action plans and target setting has started to enhance the setting's level of provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the use of assessment information to ensure that children's progress is fully understood to ensure that they achieve as much as they can in relation to their starting points and capabilities.
- continue to develop the use of self-evaluation to further improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The setting shares appropriate written policies and procedures with parents which ensures that it is managed safely, efficiently and in the interests of all its users. Children are safeguarded as staff work with a knowledge of procedures and implement them consistently. As a result all staff are vetted for suitability and children's interests are protected. Children are supported effectively as they play and use well planned resources and facilities which are thoroughly risk assessed to minimise potential hazards. Children are able to access a wide range of play both indoors and outdoors safely and securely. This is starting to make a positive impact on their independence and their ability to make decisions about their own play. Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injuries. Hygienic working practices in the setting contribute to this.

The provider is beginning to increase the impact of self-evaluation in order to gain an accurate understanding of what the setting needs to do to improve. The manager ensures that processes involve the views of parents, staff and children and that resultant action plans set clear priorities for improvement. The setting shows a clear focus to improve outcomes for children and is becoming more reflective about its day to day work with children. All staff share the wish to improve what the setting does to support children's care, learning and all round development. There have been significant improvements made since the last inspection. The setting is developing its partnerships with parents and understands the importance of wider partnerships, for example, with the local authority to support the ongoing learning and development of children.

The recently improved and refurbished play environment that children use is organised to maximise the use of space and is visually attractive. Children's learning and development is well supported by the resources and activities that they can use. They are also supported by staff who facilitate free play as they help children to use their time well, enjoy themselves and learn new things. The setting promotes inclusive practice and works to ensure that all children make progress and are understood as individuals. Staff provide children with opportunities to understand about their diverse world through the activities and resources that they can use. Children who may have additional learning needs are supported as the setting plans for each child individually and accesses appropriate external advice and support.

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

Children's progress is supported by the mainly child-led activities that they are able to take part in. The setting uses improved methods to understand children's starting points and staff use careful observations to gain an overview of the progress that children make. Staff use assessment information to decide what the next steps in children's learning should be based on their progress and interests.

The setting uses a range of written records to understand children's achievements and to give attention to children's future learning needs. The setting's use of planning is thoughtful and provides children with interesting and appropriate learning and play opportunities. Staff support children's choices well, for example, as children make shapes from dough they made and coloured themselves and when outside in an office environment they use telephones and think about numbers. Children respond well to adult lead and the suggestions that they make, for example, when making caterpillars for a display and when sharing books together. These play opportunities enhance children's communication skills and their ability to express their ideas and opinions. Children use numbers in practical activities and have opportunities to use mark making equipment and their own written names. They also enjoy using role play equipment and their understanding of technology is supported in their play. Their knowledge of their world is enhanced through their play based on butterflies and their planting of strawberries, bulbs and potatoes. The setting has a satisfactory understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experiences. The setting is starting to ensure that all areas of learning are given good attention. The provider and manager have made a series of improvements since the last inspection. It is important that they continue to develop the use of assessment information to ensure that children's progress is fully understood to ensure that they achieve as much as they can.

Children's welfare is promoted by the setting. All children are safeguarded and have a growing understanding of their safety and that of other children. Children's behaviour is good and is well managed by staff as they share resources, take turns and play together. Children also show the ability to manage their own behaviour as they invent outdoor games or resolve minor conflicts. Staff allow children to have an understanding of the varying needs of other children, for example, that younger children may not have the same skills as older ones. Children show the ability to make choices and usually use their time well. In addition children are learning that different activities require different responses, for example, when sharing a book or when playing outside.

Outcomes for children are promoted by the setting. Children enjoy their play and readily make choices and become involved in imaginative games. Children explore freely and respond well to opportunities that are presented to them. They also feel very safe in the setting and are given many opportunities to learn about their own safety as they use equipment and play outdoors. The relationships between adults and children are trusting which allows conversations to be an important aspect of the setting's work with children. Children learn about their own health in terms of healthy life choices regarding exercise and diet. Children are positive about their play and enjoy tackling harder or more demanding activities that adults encourage them to face. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared for future learning 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?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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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	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	3
The extent to which children develop skills for the future	3

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