

Woolaston Under 5s

Inspection report for early years provision

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Inspector Hilary Tierney

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Type of setting Childcare - Non-Domestic

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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

Woolaston Under 5's has been operating since the 1960s but has been under the current registration since 2011. It operates from a purpose built, single storey building next to Woolaston Primary School, in the rural town of Woolaston, Lydney in Gloucestershire. The playgroup has use of an entrance area, large play room, sensory room, kitchen, office and toilet facilities. There is an enclosed, partly covered, outdoor area with grass, hard standing and soft play surfaces for outdoor play. The playgroup serves the local community and surrounding areas. It provides full-day and sessional care through the week during school term times. Sessions are from 9am to 3pm on Mondays, Tuesdays and Wednesdays. On Thursdays the group is open from 9am to 12midday. On Fridays the group is open from 9am to 3pm for rising five-year-old children only.

The playgroup is registered on the Early Years Register to provide care for a maximum of 28 children in the early years age group. There are currently 23 children on roll in the early years age range. The playgroup receives funding to provide free early education for three- and four-year-olds. The playgroup supports children with special educational needs. The playgroup employs six part-time staff, including the manager, to work directly with the children. The manager holds an Early Years Foundation Degree and all other staff have relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and enjoy their play in the setting. They have good opportunities to explore continuous play between inside and outside areas. Children's individual needs are met well and they are making good progress in all areas of learning and development. Staff promote inclusion well overall. Partnerships with parents, carers and other early years settings are good and information is shared regularly between them. Staff have worked hard since the last inspection and demonstrate a drive to improve. The self evaluation is effective and targets areas that will benefit children, weaknesses have been clearly identified and are starting to be addressed.

What steps need to be taken to improve provision further?

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

- promote children's awareness of diversity by increasing resources that reflect and promote a positive attitude to ethnicity and cultural and social diversity.

The effectiveness of leadership and management of the early years provision

Staff are clear about safeguarding procedures and the steps to follow should they have any concerns about children in their care. Regular fire drills are completed and children are fully aware of the procedures. Detailed risk assessments which cover all aspects of the setting and any outings taken with children are in place. Detailed records of any accident that may occur to children and any medication given to children are kept and shared with parents on the day. Children demonstrate they feel safe and secure in the setting. Through clear explanations from staff, children understand about how to keep themselves safe. For example, staff ask children why they need to keep their hands on their knees when sitting on the carpet. Children reply that 'their fingers may get stood on'.

Resources are used effectively. Children have good opportunities to choose what they would like to play with during the sessions. They are able to self-select from the labelled boxes easily. Children are helped to understand about disabilities and staff offer good support to children who have special educational needs and/or disabilities. The sensory room is available for all children to explore. Staff have a satisfactory awareness regarding how to promote equality and diversity. However, the resources which show positive images of diversity are limited and are not used fully to develop children's awareness of the wider world. The partnership with parents and carers is good. Useful information is shared daily with them verbally. Newsletters, email and the notice board contain information about forthcoming events and other significant events. Parents are encouraged to attend meetings and look at their children's learning journals so they are able to discuss their child's progress. Parents speak highly about the care provided, they say how happy their children are at the setting and praise the approachable staff and the detailed information they receive. There are strong links with other early years settings in place. In particular the local school, where children are able to meet the reception teacher when she visits the setting and when they visit the school. Children regularly go over to the school at lunch times to have their lunch with the school children.

Staff have worked hard since the last inspection to make changes to the provision. They have completed a detailed self-evaluation which has targeted areas to change that will benefit the children. For example, staff are making changes to the way they observe and assess children's learning and development so they are able to clearly identify children's interests and where they need extension or support. Staff work well as a team and have a calm, caring approach towards the children.

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

Children enter the setting and leave parents happily. They sit well during circle time and have good concentration skills. They listen carefully to their friends talking about their families and the photographs they have brought in. Children are

beginning to learn about taking turns and sharing. Careful explanations by staff, and egg timers that are used to time children on equipment such as the computer, help children understand the concept of time and how to take turns. Children's progress in language, literacy and skills relating to information and communication technology is developing well. For example, children use the computer confidently and enjoy talking to each other about the game they are doing. Children play alongside each other happily, show independence and are active, curious and inquisitive learners. This gives them good skills for the future.

Children display a strong sense of belonging, confidence and self-esteem. Staff promote this by good interactions, praise and encouragement and good behaviour management. Children respond with good behaviour and they understand the rules of the setting well. Children have positive relationships with each other and their key person. The cosy book corner is inviting and children enjoy looking at books alone and together with staff. They sit enthralled as staff read books to them. Staff organise group sessions and children are encouraged in these groups to have adult-led activities, such as counting skills, musical instruments and talking about families. During this session children enjoy counting and good interaction from staff encourages children to problem solve and develop their mathematical understanding. For example, children have plastic animals and the member of staff asks them how many they have and if they take one away how many are left. They also ask 'how many have your friends got?' and 'how many all together?'

Children enjoy being able to have continuous play inside and outside. They are able to get their own coats and shoes on and go outside when they like. Staff provide many activities outside, such as water, building bricks and a tray with animals that live in cold countries. Children enjoy using the play house as a restaurant and they decide to paint a name sign for it. Staff give children the choice of painting inside or outside. Children choose outside, so they help the staff get the paint pots and brushes ready. One child chooses the colours of red and blue. Then the sign is painted. A child takes great delight in telling their friends that they are painting the name and that the colour has made purple.

Children learn about good personal hygiene practices. Most understand the importance of washing their hands after using the toilet. A water cooler provides drinking water so that children can help themselves to a drink Children enjoy healthy snacks. They sit well during snack time and are encouraged to pour their own drinks, butter their own crumpets and eat fruit. After snack time children are encouraged to wash up their own plate and cup which the children enjoy doing.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2

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