

Tiptree Pre-School Playgroup,

Inspection report for early years provision

Unique reference number	402220
Inspection date	04/04/2011
Inspector	Sue Rogers
Setting address	Baynards Primary School, Townsend Road, Tiptree, Essex, CO5 0ND
Telephone number	01621 818520
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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

Tiptree Pre-School Playgroup is one of three Pre-School Playgroups run by the same voluntary management committee. It opened in 1992 and operates from a purpose built classroom adjoining Baynards Primary School in Tiptree, Essex. The group have the sole use of the premises during session times. All children share access to a secure enclosed outdoor play area.

The setting is open Monday to Friday during the school term. Sessions are from 09:15 until 12:15 Monday to Friday and 13:00 to 16:00 on a Wednesday afternoon. Children attend for a variety of sessions. A maximum of 24 children aged between two and five years may attend at any one time. Currently there are 39 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are seven members of staff who work with the children. Of these, one member of staff is working towards a level six qualification and one is working towards a level three. Three staff hold a National Vocational Qualification (NVQ) at level three and two at level two. One member of staff is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they are cared for by dedicated and considerate staff. Children with special educational needs and/or disabilities are well supported through effective partnerships with parents. Links with other settings are largely good. Good quality resources and well organised sessions provide children with varied learning opportunities. Most of the documentation and policies are effective in protecting children's welfare. The playgroup has worked hard to implement improvements since the last inspection and engages in regular self-evaluation. Consequently, it has a good capacity for sustained improvement.

What steps need to be taken to improve provision further?

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

- develop partnerships with other settings and professionals to further support children's progress and development.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have a good understanding of child protection policies and their individual roles. They access relevant training sessions and are familiar with the referral process should they have concerns over a child's welfare. Vetting systems for all staff are thorough and prompt. Positive care is provided for children as staff receive regular appraisals and support from the management. All staff receive an induction that ensures they understand the policies in place. The programme for staff members' ongoing training supports the development of their professional roles and ensures they understand their responsibilities clearly. The documentation is reviewed regularly and is effective in protecting children's welfare. Risk assessments are completed regularly and staff supervise children's activities at all times. They are skilled at encouraging children to measure their own risks and promoting children's own feelings of safety. Staff further develop children's understanding of their own safety by explaining to them the reasons why they need to play safely. Resources are well chosen and suited to the ages and abilities of the children that attend.

Children are provided with individualised care through assessments that identify their specific needs. They learn about the needs of others through positive images that reflect different cultures and people with disabilities. Parents are included in their child's care and education throughout their time at the playgroup. Parents appreciate the good care staff show their children and enjoy accessing their children's assessments and learning documents whenever they wish. Children are supported well as they begin attending the setting through effective induction sessions with parents.

The playgroup engages in thorough self-evaluation, which takes in to account consultations with partner agencies, parents and children. This information is used to inform the action plan and drive forward further improvements. Questionnaires are used regularly to seek the opinions of all stakeholders. Links with the host school and other agencies are good, and ensure that children receive complementary care and support. However, relationships with other early years settings that allow practice to be shared and further developed with nearby settings are not yet fully established. Resources and materials are well suited to furthering children's development. The organisation of the setting is monitored and managed to meet the changing needs of children.

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

Children make good progress in this well resourced and popular playgroup and are supported well by caring staff. The effective key worker system enables staff to plan for children's individual needs. Individual assessments of children's progress are detailed and include annotated photographs of their activities. An evaluation of each child's progress follows each learning goal. Parents are able to access their child's assessment folder and contribute towards their development at any time.

Staff meet once weekly to discuss children's individual progress and then ensure that activities meet their stages of development. This encourages children's feelings of safety as their individual needs are met and they receive high levels of individualised support.

Children are developing a good sense of responsibility. They are considerate to one another and like to include each other in their play. Their independence skills are well developed as they pour their own drink of milk from a bottle and water from a tap. Children enjoy positive social experiences at snack times, when they sit together and eat their packed lunches while they chat happily. Their comprehension of healthy eating is promoted successfully and they eat fruit, vegetables and raisins at snack time. Children show a good understanding of nutrition and appreciate that exercise and diet are important to healthy lifestyles. They develop their physical skills well as they use the small trampoline, and enjoy kicking their legs as they jump. They use wheeled toys skilfully and a range of small toys when digging in the sand pit. Their creative ideas are extended and children enjoy making their own creations out of arts and crafts materials. They spread glue and stick shapes onto Mother's Day cards and use resources in the home corner to enjoy their imaginary play scenarios and ideas. They communicate clearly with each other and politely explain what they are doing. Children enjoy learning about the world around them and they benefit from supervised walks in the school grounds and local wooded areas. Outside they observe the changes in the seasons and look out for interesting plants, animals and insects.

Children's own interests are a strong focus for themes and learning opportunities. For example, children are currently learning about how the body works, which was inspired by children's own curiosity. They recognise numerals and use their knowledge of different shapes and size to complete three dimensional models. They use sign language alongside spoken language and patiently listen and observe others when they communicate in groups. Additional languages are introduced during song and story time, helping children appreciate the needs of others. Children cooperate well at the end of the session as they take responsibility for tidying away toys. These opportunities contribute significantly towards their skills for the future, as several children help to roll up a mat while discussing between them which is the most effective way 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?	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	2
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

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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	2
The extent to which children develop skills for the future	2

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