

Longparish Playgroup

Inspection report for early years provision

Unique reference number 109902
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Inspector Helen Griffiths

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Longparish Playgroup first opened in 1988. The playgroup operates from a purpose built annexe attached to Longparish school in the village of Longparish, near Andover. It is managed by a voluntary committee, made up of parents. All children have access to a secure, enclosed outdoor area and have the use of the school playground. A maximum of 24 children may attend the playgroup at any one time and there are currently 45 children on roll, 35 of whom are funded to receive nursery education. The setting is able to support children with learning difficulties/disabilities (one of whom has just started at the setting) and those who speak English as an additional language. Children come from a wide geographical area. The playgroup operates term time only and is open each week day from 09:00 to 12:00 with a lunch club operating on a Monday, Wednesday and Thursday until 12:45. Further sessions operate from 12:45 to 15:15 when the lunch club is operating, offering optional full day care to children who attend on those days. During the summer term a 'preparing for school' session operates from 12:00 to 15:15 on a Tuesday. The committee employs four staff, to work with the children, all of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary aspects of the Childcare Register.

Overall effectiveness of the early years provision

Longparish playgroup is effective in providing a good standard of care, so that children's needs are met well and they enjoy attending the playgroup. Adults provide interesting activities for children. These meet the needs of all children well and keep them actively engaged in what they are doing.

The staff show a good capacity to improve the provision still further. This is because they know what needs to be done as they check children's progress carefully and monitor the work of the playgroup effectively.

The provision promotes inclusive practice through effective policies and procedures, which ensure that if any child needs additional support is identified early. Adults are sensitive to the differing needs of the children in the setting.

What steps need to be taken to improve provision further?

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

- review and revise policies and procedures in line with the new policies and procedures of the Pre-School Learning Alliance

The leadership and management of the early years provision

Those in charge are well focused on helping all children, including those with learning difficulties or disabilities, to make progress in their learning and development and in promoting their welfare. The quality of self-evaluation is good: through regular reviews, staff and the management committee have defined the strengths in the provision and ensured that they were well placed to implement the Early Years Foundation Stage curriculum fully in the coming year. Policies and procedures are effective, but are not always in line with specific practices used in the setting to ensure consistency.

The setting has made improvements since the last inspection. For example, in ensuring that children's progress is carefully monitored so it informs teachers' planning.

The setting runs very smoothly on a day-to-day basis. Ongoing reviews by the leadership ensure that resources are plentiful, varied, well used and well adapted to children's needs. Vetting and safeguarding procedures are good. Children feel safe and secure.

Excellent links are in place with parents and carers. The setting uses the different skills of its parents very well. For example, a Russian parent now visits weekly to help children learn some Russian words and learn about Russian culture. Good links are in place with the school in which the setting is based and with local organisations such as the church, local farms and the police.

The quality and standards of the early years provision

The setting supports children's learning well. Children have the opportunity to take part in structured play, independent investigations, group and outdoor activities. These include good opportunities for children to work and play together. Noteworthy features are regular visits to local farms during the lambing season and to the nearby church for services. These help children to learn about the world around them in a meaningful way.

In all these structured sessions and other activities, children's learning and development are recorded meticulously and extensively, which is good practice. The close link with parents aid these assessments and also contribute greatly to why children do well. Adults work closely to get a very clear picture about what children know and can do before they join the playgroup. All learning sessions are carefully recorded, monitored and evaluated and this helps adults to provide activities for the next session, which help children to develop new skills quickly. For example, activities this half-term have focused on pincer movements to improve children's handling of scissors. Each term, staff share the assessments with parents, which they find very helpful. In particular, records track children's welfare and personal development well. Adults effectively help children to enjoy their learning and to work independently as well as with each other.

Children are taught about the importance of healthy eating through healthy snacks at break times. Procedures to safeguard children are good. Those in charge work well in partnership with others to ensure that children's needs are met.

Children's learning and development, in relation to their physical, social and emotional development, are good. All children have good opportunities to play organised and supervised games outside and these activities help children to make good progress in basic learning skills.

Children feel well supported and cared for and clearly enjoy their sessions. The ratio of adults to children is good. There is a strong bond of trust between children and adults and a warm, friendly and welcoming atmosphere. This safe and supportive environment enables children to thrive.

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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.