

# Twinkle Tots Playgroup

Inspection report for early years provision

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<b>Inspector</b>	Jill Milton
<b>Setting address</b>	Small Meeting Place, Glovers Lane, Heelands, Milton Keynes, Buckinghamshire, MK13 7LW
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<b>Email</b>	
<b>Type of setting</b>	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

Twinkle Tots Playgroup has been established for 25 years and is a voluntary group managed by a committee. The playgroup is located in the Heelands area of Milton Keynes and the group have the use of rooms within a community hall and there is access to an outdoor play space. The intake of children is mainly from the local residential area. The playgroup is registered on the Early Years Register and a maximum of 32 children between the ages of two years to the end of the early years age range may attend at any one time. There are currently 47 children on roll. The playgroup support children with special educational needs and/or disabilities. Support is also offered to children for whom English is an additional language. The playgroup receives funding for the provision of free early education for children aged three and four years. The playgroup opens on weekdays during school term times with sessions operating from 8.45 am to 11.45 am and then from 12.00 noon until 3.00 pm. There is a lunch club for children who stay for the whole day. There are eight members of staff who all have appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup provides children with a welcoming atmosphere where they are developing confidence at leaving their main carers. The staff are aware of the individual needs of the children and they create an inclusive environment that respects the families attending. Children are making steady progress in their learning and development. Successful links with the local school help children make the transition to full-time education. Good working partnerships with parents also provide helpful support to the children's welfare. Overall, staff are appropriately organised with occasional lapses in some procedures.

## What steps need to be taken to improve provision further?

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

- improve the organisation and recording of children's development to provide staff with a clearer picture of children's achievements and aid planning of the next steps to support progress
- review staff understanding of the procedure for recording and reporting accidents to promote consistent practice
- follow the procedure outlined in the policy documents that states regular emergency evacuations will be carried out

## **The effectiveness of leadership and management of the early years provision**

Staff have a clear understanding of their responsibilities to safeguard children. The team seek out training in this area and they keep reference materials accessible should they need to pass on any concerns for a child's welfare to the relevant authorities. Staff working in the playgroup obtain the necessary Criminal Record Bureau checks and they adopt safe recruitment procedures. Risk assessments help staff to identify and minimise potential hazards to children's safety. They monitor the security of the premises, requesting for example that maintenance work be completed when children have left the building. Staff work with the Parish Council to maintain reasonably clean and suitable areas for caring for young children. Staff have a number of written policies in place to underpin their work; though sometimes do not follow them through. Fire evacuation practices, for example, have lapsed this term even though new children attend the group and there is a change to the procedure for evacuating the building. The staff build up friendly partnerships with many of the families attending the playgroup. They offer some shared learning opportunities as children loan books to read at home with their parents and carers. Some families have a long association with the playgroup and speak positively about the care the staff offer. A twice-yearly written report provides useful feedback to parents about the children's development and staff make themselves available to discuss issues on a daily basis. Families contribute information about their children when they start at the playgroup to enable staff to meet their particular needs. Staff confirm that they inform parents about children's accidents, though the procedure for recording this is not consistently applied.

This well-established playgroup owns many resources and overall they are in good condition and meet the needs of the children across each area of learning. Staff are adding new items, such as outdoor storage and technology gadgets when funds permit. They work with the committee and seek out new grants such as an anti-obesity campaign, providing funds to educate children about healthy eating and gardening. The staff have a realistic attitude to improvement and they work as a team to complete a positive self-evaluation form. The staff help each other in the day to ensure sessions run smoothly for the children. They work effectively with outside agencies to secure advice and support to families of children with special needs and/or disabilities. The playgroup is part of the local community and staff know many links to support their work, for example a multicultural resource centre that loans out toys. These resources help to develop the children's early understanding of how to respect others.

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

Children make steady progress with their learning and development at the playgroup. Most enjoy arriving and quickly choosing where they would like to play from an appropriate range of accessible activities. Sensory play with small

quantities of sand or water is popular and children play co-operatively in most areas. Occasionally noise levels are high, making younger children feel a bit uncomfortable though staff are on hand to reassure. Children generally behave appropriately and staff use helpful resources such as a visual timetable for children who need extra support about what is happening next.

Children access books and writing materials that encourage their early literacy. Staff make effective use of props to aid story telling and children enjoy telling the staff if they get things muddled from well-known tales. Children can express their own ideas as they play with dressing-up clothes or small play figures. They can access soft modelling materials, paints and collage items. Some wall displays have a focus on adult-led ideas but within each session, the children can use some creative materials in their own way. Staff are providing suitable support to the children's learning overall. They sit and chat amiably to the children whilst they share activities. Children are progressing adequately with all the basic numeracy and literacy skills that contribute to their future development. Staff record achievements on dated notes or with items saved in a scrapbook and they reflect on the overall picture of development. However, the organisation in the storeroom of the children's records does help staff update records easily. Staff inform the manager, who oversees planning, of particular areas in which their key children require support, though this information lacks clear focus. Staff may record, for example, that children show an interest in letter writing, though go ahead and name their work without encouraging them to do this for themselves.

Children are familiar with routines for washing their hands before eating and they sit together in small sociable groups for meal times. They are receiving helpful messages about healthy eating, enjoying bowls of cereal and chopped fresh fruits at snack times. When the main doors are open, the children are keen to play energetically outdoors. They access a reasonable selection of wheeled toys to develop balance, co-ordination and awareness of space. The outdoor area is also a space for children to learn about nature and gardening. A successful new project to show children how to grow and eat vegetables from small troughs was an enjoyable summer activity. Staff remind children about how to play safely, both indoors and outdoors and although sometimes reasons for rules such as 'no running indoors' are not offered, the children do follow guidance and are learning how to keep safe.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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