

# Long Hanborough Playgroup

Playgroup Buildings, C/O The Manor School, Riely Close, Long Hanborough, Witney, Oxfordshire, OX29 8DJ

## Inspection date

28/09/2012

Previous inspection date

03/12/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff provide good emotional support to children who are new to the playgroup.
- Children are progressing particularly well in their understanding of the world as they explore nature.
- Staff build strong links with other providers who care for the children and there are good bonds with the school to prepare children for the transition to full-time education.
- Children can make independent choices from a well-resourced and stimulating indoor and outdoor learning environment.
- Staff demonstrate a good understanding of how to protect children's health and well-being.

### It is not yet outstanding because

- Staff miss opportunities to draw children's attention to number by counting and recognising numerals during their play.
- Although overall staff build good relationships with parents, joint contributions to children's learning journeys are not highly effective in supporting progress.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main playroom and the garden.
- The inspector took into account the views of parents spoken to on the day.
- The inspector discussed practice issues with staff and talked to the children.
- The inspector scrutinised a range of documents, records and photographs.

## Inspector

Jill Milton

## Full Report

### Information about the setting

Long Hanborough Playgroup has been registered since 1974 and is managed by a voluntary committee. In 1984 the playgroup moved to its current location in the grounds of Hanborough Manor School in the village of Long Hanborough. The intake of children is from the local rural community. The playgroup operates from a single storey building and children have access to outdoor play.

The playgroup is registered on the Early Years Register. There are currently 27 children on roll between the ages of two and four years. The playgroup is in receipt of funding for the provision of free early education for children aged three and four years. The playgroup opens on weekdays during school term times from 8.45am until 3pm. The day is split into

two sessions and there is an optional lunch club between 12noon and 1pm. Staff support a small number of children with special educational needs and/or disabilities. The playgroup employs three members of staff who all have suitable qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- maximise opportunities to raise children's awareness of how to use counting and recognising numerals in their play to reinforce their understanding of early mathematics
- extend partnerships with parents by encouraging them to share and contribute to children's learning journeys more frequently.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are developing many positive skills, which will help them make a smooth transition to school life. They make independent choices about what to play and show motivation to explore the good selection of resources on offer. Children show positive attitudes to energetic outdoor play. Staff offer this as a free-flow option and provide good supervision of children in both the inside and outside areas. Children are eager to explore nature as they hunt for spiders and slugs. They use tools such as magnifying glasses to look closer at patterns and characteristics of natural objects like shells. Children confidently use clipboards to record what they see in the garden. Staff extend this interest during other activities, for example helping children to conduct a traffic survey or paint daffodils. Children are developing a good understanding of their local community. They attend events at the local chapel and regularly visit the nearby woods. Photographic displays and collections of interesting objects provide good prompts for children to recall and talk about their experiences. Staff introduce a wider range of topics during the year to extend children's awareness of the world. For example, during Chinese New Year celebrations, children use senses such as taste and smell as they sample noodles. Children take part in a wide range of activities that help them explore materials and media. Older children talk confidently about mixing paints, for example, with the aim of making light pink. Over time, staff make effective use of planning to ensure they introduce new experiences.

Children listen to directions from staff and engage in frequent conversations. During an activity to blow through straws to make bubble paintings, children listen and follow what to do very closely. Children take part in different situations so they experience having to listen in a larger group. They take part in co-operative circle games as they learn social

skills, which will be useful in school. Children listen well as staff read popular stories. They select books by themselves from a colourful selection and like to role-model staff telling stories to the whole group. Children recognise their own names and as their understanding grows, staff introduce other letter shapes and sounds. Accessible materials tempt children to explore mark making, developing their co-ordination and dexterity. Thoughtful organisation by staff means children begin to link their writing to a purpose through role play. For example, there is a large red post box next to the writing table. Children have access to a good range of resources to support their development in mathematics. Staff are careful to include this area of learning in both planning and assessing children's progress. However, staff do not always take up opportunities as children play to bring in mathematical concepts. When putting mats together, for example, for a game of hopscotch, they do not talk about numbers.

Staff demonstrate a strong understanding of how to support children's learning. They regularly monitor each child's development to create individual learning plans. Staff then bring this information to the planning stages of the weekly activities so that children receive good support. Records reveal that children progress well against the developmental bands for their age and ability. Staff are aware of areas where children require extra help and they work effectively together to narrow gaps in achievement. Parents receive consistent feedback during daily conversations with staff. Parents speak positively about the playgroup and the welcome their families receive. A wide range of information is on display to help parents engage generally in their children's learning and development. For example, staff present photographs and weekly plans so parents can see how their child is participating in playgroup life. Staff use questionnaires to engage new parents effectively and find out about children's starting points. However, contributions to on-going records of development, or learning journeys, are not so strongly embedded in practice.

### **The contribution of the early years provision to the well-being of children**

Children who are new to playgroup life receive calm and consistent reassurance from staff to help them separate from their main carers. Each child has a key person, who liaises with parents to ensure they identify and meet children's individual needs effectively. As children become familiar with routines, they find the confidence to join in play with others. Children are kind to each other, commenting that the 'mummies will be back after story time'. Children are learning encouraging social skills such as turn taking and sharing resources. They sometimes apologise to each other without prompting from the adults, showing an awareness of their actions on others. Staff offer consistent guidance in the way they challenge unwanted behaviour so that children receive the same messages. Children learn how to play safely, for example, as they carry scissors sensibly to the art table or help move a tent away from the slide. They are developing good levels of independence in readiness for school as they find their water bottles when they are thirsty. Many children can manage visits to the bathroom independently and are familiar with routines like hand washing to protect their health. Children eat snacks and lunches their parents provide and there is a good emphasis on healthy eating at playgroup. Staff use creative activities such as baking, along with outings in the fresh air, to provide

positive messages about healthy living. Delightful photographs of children climbing over logs, making shelters from twigs and enjoying hot chocolate outdoors demonstrate this very well. Staff use a wide range of resources to support children's learning in both the indoor and outdoor environments. They make good use of low-level units with word and picture labels to encourage children's independence in choosing what to do. Staff are good at adapting the planning of activities to take into account the interests and needs of the children. They provide, for example, a range of resources that encourage an interest in technology. They note younger children prefer to use small electronic toys. However, older children approaching school age are more adept and confident in accessing software at the computer station. This means children can make good progress in skills during their time at playgroup.

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

Staff form a well-established team who work effectively together. They draw on their many years of experience to help ensure they meet all the safeguarding and welfare requirements. Although there has been no call to recruit new staff recently, they are aware of safe procedures to follow. All three of the staff team attend regular updates in key areas such as safeguarding children. They demonstrate a strong understanding of how to act if child protection concerns arise. Staff complete focused risk assessments on various levels to monitor the safety of the environment. This includes consideration of safe practice as parents arrive to drop children off in the morning. Staff are attentive to maintaining children's good health. They know when children have special dietary requirements and they follow effective hygiene routines during the day. Staff complete extra training, for example, by obtaining a first aid qualification to attend to accidents in the outdoor environment.

Staff work positively with members of the committee to review the policies that underpin practice. Families receive encouragement to take part in playgroup life and a recent open day proved a popular attraction in the village. Staff complete an accurate self-evaluation of their practice and they adapt practice in response to parental views. They attend a wide range of courses to extend their skills and set realistic targets in action plans. They respond positively to address recommendations raised at inspections, particularly in improving the learning and development aspect of their work. Staff use new information from early years research to improve outcomes for children and narrow gaps in achievement. For example, they provide resources such as wipe-clean whiteboards to encourage boys to engage in mark making. The playgroup's inclusion in the Forest School initiative is particularly effective in supporting children's understanding of the world. Staff work well with families to establish friendly relationships. When children require support from outside agencies, such as a speech therapist, staff are thoroughly committed to joint working. They build good partnerships with the school staff so that children gain confidence in the transition to full-time education. Visits to events such as harvest festival or a Christmas play, help children build up their confidence. Staff are good at sharing developmental information with other providers who care for the same children. They pass on written notes, for example, to childminders so that everyone can work effectively

together to support children's care and learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

Unique reference number	134441
Local authority	Oxfordshire

<b>Inspection number</b>	883883
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Long Hanborough Playgroup
<b>Date of previous inspection</b>	03/12/2009
<b>Telephone number</b>	07974 588486

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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