

# Hugglescote Playgroup

Grange Road, Hugglescote, Coalville, Leicestershire, LE67 2BQ

## Inspection date

01/10/2012

Previous inspection date

28/10/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The programme of activities, experiences and opportunities offer a balance of adult-led and child-initiated activities to help all children make satisfactory progress in their learning and development.
- Children are happy, form positive relationships and show satisfactory levels of enjoyment and achievement.
- Practice is based on an appropriate knowledge and understanding of how to promote the learning and development of young children.
- The learning environment offers an appropriate range of interesting and imaginative experiences to engage children and build on their interest.

### It is not yet good because

- The programme of activities, use of resources and teaching methods to further promote children's understanding of the world and mathematics development lacks challenge to further extend children's learning.
- Practitioners do not always consistently and effectively enough use information about older and more able children's next steps in development to plan challenging experiences to help further extend their learning.
- The programme for monitoring, coaching and supporting staff is not sufficiently targeted to focus on weaker areas of practice.

- Self-evaluation is based on appropriate levels of analysis but lacks rigour and does not routinely take account of the views of all staff and parents.

### 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 playroom and the outside learning environment.
- The inspector held a meeting with the registered person/manager of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

### Inspector

Parm Sansoyer

### Full Report

#### Information about the setting

Hugglescote playgroup opened in 1984. It is situated within the community hall premises in the village of Hugglescote, Leicestershire. The setting has the use of two ground floor rooms and a fully enclosed outside play area. It serves the local community and surrounding areas.

The setting is open Monday to Friday during term time and sessions are from 8.30am to 1.30pm. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register. A maximum of 26 children from two years may attend the setting at any one time, of whom all may be on the early years age range. There are currently 36 children on roll of whom all are in the early years range. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old.

The setting employs eight members of staff. Of these, two hold a qualification at level 4 in early years, three hold a qualification at level 3 in early years and three hold a qualification at level 2 in early years. The setting receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop further the educational programme for understanding the world and mathematics both indoors and outdoors by providing increased opportunities for children to observe and find out about people, places and the environment through a variety of means
- providing a stimulating range of resources, activities and practical experiences to encourage children to explore mathematical concepts, such as, using numbers and exploring size, shape, capacity, weight and measures
- developing further the planning of activities and experiences for older and more able children by ensuring staff consistently use information about children's next steps in development to plan challenging experience to help further extend children's learning
- introducing new vocabulary, ideas and concepts by asking children challenging questions to make them think.

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

- strengthen leadership and management systems by improving the programme for monitoring, coaching and supporting practitioners to better focus on weaker areas of practice
- improving the rigour of self-evaluation to more clearly identify areas for improvement and more routinely take account of the views of all practitioners, parents and children.

### **Inspection judgements**

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

Children enjoy their time at the setting because practitioners plan and provide a balance of adult-led, child-initiated and freely-chosen activities. Children make reasonable progress through a varied range of experiences across all areas of learning. Practitioners know the children well as they make regular observations of what children do, like and enjoy and therefore plan well for their interests and enjoyment. However, practitioners do not always consistently use this information to plan further challenging experiences for the older and more able children in the group. For example, by introducing new vocabulary, ideas and concepts and asking children challenging questions to make them think. Consequently, their learning is not always fully extended. A clear assigned key person system ensures practitioners spend much of their time interacting with the children and getting to know them. Consequently, all children confidently access a mostly well organised environment both indoors and outdoors and become active and independent learners.

Children's communication, language and literacy is developing well. Practitioners provide appropriate opportunities for children to talk freely about their interests and listen to each other during the session and daily at the 'Show and tell' sessions. Children begin to show an interest in books, during story sessions, because practitioners use them well to reinforce children's interests, themes and topics. They provide a range of opportunities for children to develop an interest in early writing skills as they use a variety of writing materials such as paint, crayons and chalk to make marks. Many children begin to recognise their name from their name cards and older and more able children enjoy linking sounds and letters.

Practitioners provide appropriate opportunities for children to begin to problem solve, count, sort and match as they build with construction toys and use puzzles, games and the computer. However, they provide fewer practical and more challenging opportunities for children to explore mathematical concepts, such as, using numbers and exploring size, shape, capacity, weight and measures through activities such as the sand, water and role play area. They provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, musical instruments and the role play area. For example, children use dough, cooked pasta, shaving foam and corn flour mixed with water to explore texture and to use their senses.

The programme for understanding the world is developing. Practitioners provide some opportunities for children to begin to learn about their natural environment as they are encouraged to observe changes in the weather and seasons and to explore natural items they find outdoors such as twigs and leaves. However, practitioners do not place enough emphasis on providing increased opportunities for children to closely observe and find out about people, places and the natural and built environment.

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

Children's personal, social and emotional development is fostered well. Children develop close relationships which are warm and caring with both practitioners and each other. They develop their confidence well as they busily move around their environment deciding what to do and begin to show sustained levels of interest and enjoyment in their chosen play. The structure of the session and positive relationships with the practitioners help children gain a real sense of belonging. Children are well behaved and learn about sharing and taking turns and respond well to reminders and direction from practitioners to keep themselves safe.

Practitioners help children to learn to be independent and encourage them to manage their own personal needs. For example, children begin to understand the importance of making sure their hands are clean before they start decorating their biscuits. Children are provided with healthy snacks consisting of milk and a variety of fruits and vegetables, which they enjoy. Practitioners provide daily opportunities for children to access the outdoor play area where they engage in an appropriate range of activities to increase their physical fitness such as climbing large equipment, balancing and confidently using a variety of smaller equipment such as balls and bean bags.

The vast majority of the children transfer to the local school and partnerships with this school are effectively established to help support transition and continuity of care. Partnerships with other settings that the children attend are developing and the sharing of information steadily increasing.

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

The largely new parents' committee oversees the running of the setting alongside the manager. Satisfactory progress has been made since the last inspection and all the previous recommendations successfully addressed.

The manager has a sound understanding of her responsibility to meet the development requirements and therefore, children are provided with a range of interesting activities and enjoyable experiences across all seven areas of learning. However, the programme of activities to further promote children's understanding of the world and mathematics development, lacks challenge to further extend children's learning, in particular the older and more able children. The ongoing self-evaluation systems are based on appropriate levels of analysis but lack rigour due to the gaps in ongoing recording and written action plans and do not routinely take account of the views of all parents and staff.

Practitioners have access to a programme of professional development through accessing additional training, appraisals and supervision. However, the programme for monitoring, coaching and supporting practitioners is not sufficiently targeted to focus on weaker areas of practice.

Parents and carers are warmly welcomed at the start of the session as they help and encourage their children to self-register. They are kept well informed as they receive detailed information about the provision, curriculum and its policies through the prospectus. Systems to keep parents informed about their children's achievements and progress are satisfactory. For example, parents spoken with on the day, report that they find the Learning Journeys of the children's development informative and valuable. Some parents contribute very well to these by providing ongoing observations of their children's play and achievements.

There are appropriate policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated practitioner has clear management responsibility in relation to child protection and all practitioners have a satisfactory understanding of safeguarding issues. All adults caring for children are suitably vetted. A written risk assessment is conducted of all the areas used by the children and reasonable steps taken to ensure hazards to children both indoors and outdoors are kept to a minimum.

## 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.

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## 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

<b>Unique reference number</b>	226216
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	885350
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Hugglescote Playgroup
<b>Date of previous inspection</b>	28/10/2011
<b>Telephone number</b>	0770 4320346

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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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