

# Holloway Playgroup

Village Hall, Yew Tree Hill, Holloway, Matlock, Derbyshire, DE4 5AR

<b>Inspection date</b>	10/10/2012
Previous inspection date	23/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children feel safe and secure within the setting because they operate a very good organised key person system, which also helps children to form secure attachments and promotes their well-being.
- The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. They listen sensitively to children so they can skilfully question the children during activities to improve their learning.
- Practitioners complete regular and precise assessments of children and use these effectively to plan challenging and stimulating activities and experiences that meet the needs of all children.
- Management have thorough self-evaluation procedures and this takes into account views of staff, children and parents. This ensures they are constantly improving the setting.

### It is not yet outstanding because

- Practitioners are less secure in their knowledge of mathematics. They do not make good use of planned or unplanned opportunities to enhance and extend children's learning in this area.
- There are no formal systems in place to effectively monitor staff performance to tackle practitioners who under perform.

## 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 children in free flow play and focused activities.
- The inspector observed children's snack and outside play time.
- The inspector had a discussion with the supervisor and chair of the committee.
- The inspector spoke to parents of the children who attend the playgroup.
- The inspector observed children and examined the children's learning journeys to establish their progress in learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Holloway Playgroup was opened in 1970. It operates from a village hall in Holloway, Derbyshire. The playgroup opens Monday to Friday, term time only and is open from 9.15am to 12.15pm. There is a rising fives session on a Monday which runs from 1.15pm to 3.15pm. There is an enclosed outdoor area. The setting serves the local and wider

community.

The playgroup is registered on the Early Years Register. There are currently 29 children on roll and they are providing funding for early education to three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup employs four members of childcare staff, all of whom hold appropriate childcare qualifications and is run by a parent committee in conjunction with the playgroup management. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

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

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

- develop further opportunities for children to learn about mathematics using planned and unplanned activities to develop their understanding of numbers, shape, position and patterns
- develop further the monitoring systems to include robust, formal staff supervisions, to identify staff performance.

### **Inspection judgements**

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

Practitioners have a good understanding of the prime areas of learning and provide exciting and stimulating activities to engage and capture children's interests and attention. Teaching techniques are strong across the provision. Language is fostered very well through conversations and singing popular songs. Practitioners use opportunities to increase and expand children's language when they are involved in their activities, such as asking open-ended questions that encourage further conversation. For example, while children are playing in the role play area, the practitioner asks questions to encourage the children to use their imagination. They participate with enthusiasm and excitement as they gather logs, fir cones and leaves to make homes for the 'woodland animals'. Children develop their literacy skills as they enjoy stories, sitting attentively and listening to a favourite story. Practitioners use props to encourage the children to be attentive and to help them engage well. They answer questions and repeat the end of sentences with excitement as the listen to the story about the park keeper. Children are making marks with a variety of media, such as, chalk and paint and older children are writing their names accurately.

Practitioners effectively promote children's natural curiosity to experiment and to find out how things happen. For example, children use the hammers and screw drivers and fix the gate. They further use their skills as they make bricks out of blocks and pretend to be a

favourite cartoon character.

Children have wonderful opportunities to develop their physical skills as they climb the stairs in the outside environment and use the sit-and-ride toys and climbing frame effectively. They move and run around the area with excitement and younger children benefit from watching the older children in these outside play sessions. Unfortunately there are fewer activities planned to enhance mathematical development and fewer references are made to mathematical language or skills. Festivals are promoted to help children learn about differences and cultures. Photographs in learning journeys show children enjoying investigating Chinese items on the interest table to celebrate Chinese New Year and making Diya lights for Diwali.

Systems for observing what children can do, assessing their progress and planning for their next steps are good. Consequently, practitioners have a clear understanding about the progress and the areas for further development for all children in their care. The information from this is used effectively to plan interesting and challenging activities. Well organised, planned, photographic learning journeys are shared with parents and show children's starting points and progress. Evidence from all these documents show children are progressing well towards the early learning goals.

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

Children enjoy a warm and close relationship with their key person. They feel very secure and as a result they are confident and enjoy their time at the playgroup. Practitioners have strong relationships with parents and obtain information about their children's likes and dislikes and own routines. Practitioners take time throughout the day to listen to the children individually so they feel special and valued. Children develop a purposeful understanding of appropriate behaviour because the practitioners provide consistent boundaries, gentle reminders, praise and encouragement. Older children are helping younger ones. This is clear at the creative table where children are making fox masks and help each other to cut and stick the different types of paper to cover the paper plate to make 'Mr Fox's Face'. Children play harmoniously together co-operating, taking turns and sharing toys. An example of this is children playing with the train track together. They share the trains and make train noises together as they push the train around the track and say comments such as, "Let's build a tunnel for our trains".

Children are developing effective principles of healthy lifestyles. Daily routines are in place to foster children's awareness of the need for personal hygiene. Their health and dietary needs are met well. They are provided with healthy snacks and enjoy regular fresh air on a daily basis. Children are learning self-help skills and choosing the toys to play with independently. During snack times, practitioners develop these skills as the children collect their own cup and plate and pour their own drink. They learn about keeping safe as they participate in regular fire drills.

Children have opportunities to visit the local area going on walks around the village. These help the children to develop confidence and independence in situations away from the playgroup. This helps them to prepare for their next big step in their life, which is normally

starting the local primary school. The supervisor and practitioners have made links with the local primary schools and put in place a strong transition procedure. They visit the school with the children and pass on a transition form, containing the children's achievements. This ensures continuity of care.

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

Children are safeguarded through effective supervision and relevant policies and procedures. Arrangements for safeguarding children within the provision are good. Management knows how to protect the children in their care. All practitioners have a strong knowledge and sound understanding of safeguarding issues and the procedures to follow. For example, they are aware of their local procedures for child protection and know who to call should they be concerned. Recruitment and vetting procedures ensure that adults working with the children are suitable to do so. Management provides a provision that is safe. They carry out risk assessments in all areas and minimise risks to children. They ensure that the environment is safe, secure and well-maintained, promoting children's safety at all times. All the required documentation is organised to ensure that the setting delivers quality care and education for the children and their families.

Leadership of the provision sets high aspirations for quality in the future. Accurate identification of priorities through self-evaluation has resulted in changes to systematically improve the quality of the provision. For example, the management has identified the need to monitor the delivery of the educational programmes. They have introduced new forms to show children's observations, next steps, individual planning and achievements in all seven areas of learning.

Management has commitment to improving their service. Regular staff meetings and appraisals provide valuable opportunities for staff to share practice and to identify their training needs. Practitioners are accessing training from the local authority and management have put together a training programme, although management have not yet devised a robust, formal system for supervision of staff to fully identify any staff performance issues. Management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Parents are provided with information about the provision through written newsletters, parents' notice board and website. Systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their child's interests and abilities in order to determine their 'starting points'. This promotes a two-way parent involvement. Parents are also involved in the running of the playgroup through the parent committee and parent rota system. To aid all children good links have been established with outside agencies such as the local authority and speech therapist. All children receive a happy and enjoyable early experience. Practitioners create a calm environment that is welcoming, safe and stimulating where children enjoy their learning and are able to grow in confidence.

## 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

<b>Unique reference number</b>	206793
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	818051
<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>	29
<b>Name of provider</b>	Holloway Playgroup
<b>Date of previous inspection</b>	23/11/2011
<b>Telephone number</b>	07813501731

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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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