

# Colwich Playgroup

Colwich Community Centre, Main Road, Colwich, STAFFORD, ST17 0XD

## Inspection date

07/09/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 form an experienced and committed team and help children settle well. They have a good understanding of how young children learn and develop, and show great satisfaction in seeing them make progress and grow in confidence.
- Staff and have created a welcoming and well-resourced indoor environment for children to enjoy, with easy access to a good range of resources to support all areas of learning.
- Staff have a good awareness of children's safety and how to help them develop their own understanding of keeping safe. This means children can confidently move around the environment and initiate their own play choices.
- Partnership with parents is strong and staff liaise well with them and other professionals to support children's learning and their individual needs.

### It is not yet outstanding because

- Systems for using observations to impact on the planning for individual children's next steps are not yet fully established.
- Not all opportunities to extend children's progress in language are fully maximised within the daily routine.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held meetings with the pre-school manager and the chair of the committee
- 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 on the computer and a range of other documentation.
- The inspector also took account of the views of three parents and carers spoken to on the day.
- The inspector observed activities in the one main play area which included story time, number activity and lunch time and also an outdoor play session.

## Inspector

Diane Ashplant

## Full Report

### Information about the setting

Colwich Playgroup registered in new premises in 2012 and operates from the main hall of the community centre in Colwich near Stafford. The setting is managed by a committee and serves the local area. All children share access to a secure outdoor play area in the

adjacent school. The playgroup is open each weekday from 9am to 3.15pm during term time only. There are currently 25 children on roll, all of whom are in the early years age range. The group is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities. There are five members of staff, of whom three hold appropriate early years qualifications. The manager is completing her Early Years Professional Status. The nursery receives support from the local authority.

### **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 develop children's communication by introducing new words in the context of play and activities
- develop further systems for assessment to ensure they are effectively used to plan suitably challenging activities to support children's next steps.

### **Inspection judgements**

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

Children settle well in this welcoming environment where their learning and development are well supported by staff who have a good understanding of how to encourage and interest young children. The staff team have worked together for some years and support each other well. They show enthusiasm in their work, which encourages and motivates children to feel comfortable and try out new things as they feel able. Children freely access the literacy area and spend time mark making with the range of different utensils. They are encouraged to use their developing language skills as they share events from home at carpet time, like birthdays, or identify the different animals in the Noah's Ark story. Although staff naturally engage children in conversation, not all opportunities to reinforce their language skills and words are maximised within the daily routine. For example, when children played outside staff did not encourage their language by asking questions or getting children to talk about what they were doing. The educational programme supports children across all areas of learning, and the indoor environment enables children to freely make their own play choices. For example, they develop their imagination and curiosity as they enjoy the role play corner, which is regularly altered to correspond to children's particular interests, or try on the dressing up clothes. Children work out how to design and assemble as they use the construction straws or engage in a number activity which involves identifying and looking for shapes. They take the visual symbols and go searching around the room to find matching shapes, excitedly pointing out the round shape of the light and the rectangle of the number line. Children explore water and sand and use their creative skills to make pictures with glue, glitter and tissue paper.

Systems to assess children's starting points on entry and transitions to school are good. Staff work closely with parents from the beginning to find out about their children's interests and capabilities, and liaise regularly with them during their children's time there. Staff get to know children well through discussion with parents so they know how to respond and support appropriately. Staff have recently created an 'all about me' tree where parents are invited to bring in photos or observations from home. Parents take home the memory book to read every week and can easily access it at any other time. They receive reports at the end of the year which are emailed to them for them to read and comment on. These are then discussed with a view to transition to school or next year's goals. Parents are welcomed to stay as long as they need while their child settles in and to visit as a volunteer so they understand more about supporting children's development through the early years. Staff liaise well with parents and other professionals to ensure that the children with more specific needs are supported in their development both socially and in other areas of learning, while still appreciating their need for individuality.

Children have access to a well-resourced indoor area where they can freely access toys of their choice. Staff gain information from parents at the start so they know what their children are interested in and able to do, and use their own initial observations to set up activities for them to enjoy. The staff follow planning for continuous provision and have a good balance of child-initiated and adult-led play. Once new children have settled, staff use their weekly meetings to discuss their individual children and plan ahead. They use themes and set up some more structured play activities which staff actively engage in and use to support children's development, but these are always guided by children's interests and ideas.

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

Children form good relationships with staff and are confident to move around the setting and access play activities of their choice. Staff manage behaviour effectively by providing lots of praise and encouragement so that children feel secure and develop their self-confidence. They reinforce clear guidelines and take time to explain to children the impact of their actions on others. Staff are skilled at distracting upset children, for example, by an impromptu game of hide and seek.

Pre-school children develop good self-care skills, for example, as they are encouraged to wash their hands or take tissues to wipe their noses. Although access to the toilets is up the stairs and along the corridor, staff encourage the older ones to become independent in these tasks. Children pour their own drinks and choose from a selection of healthy options like fresh fruit at snack time to help develop their understanding of healthy eating. At lunch time they either have packed lunches or hot meals from the school canteen and soon learn to eat the healthier contents like sandwiches first. Children learn how to keep themselves safe as they are regularly reminded about taking care when accessing the stairs and holding on to the bannisters. Staff explain why they need to be alert when crossing over to the outside play area and children know to hold on to the rope which guides them safely across. Staff rigorously maintain all other procedures to support safeguarding, such as attendance recording, and carry out and record their daily risk

assessment check.

The key person system has been developed to ensure children are supported from entry into the provision and their progress is tracked. Parents are confident to access any staff member in addition to their key worker to raise any concerns or discuss aspects of their children's day and overall development.

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

The new manager demonstrates a good commitment and enthusiasm for developing the quality of the provision. She is well supported by the management committee whose chair has a clear sense of responsibility for her role within the setting and ensuring requirements are maintained. For example, she volunteers within the setting one day each week so she can get to know children, staff and parents and liaise closely with the manager. The manager has completed the self-evaluation document, involved the views of both staff, children and parents in this, and set up action plans for addressing areas of development.

There are clear procedures for ensuring the suitability of those who work at the setting and the small staff group provide a consistent approach and work together well. They meet weekly as a team and information is exchanged informally throughout the day. There are clear recruitment and selection processes in place and staff show a good commitment to taking on a range of training to support their ongoing development. The manager is an active presence in supporting and monitoring staff.

There are clear systems to observe, assess and monitor each child's progress through the use of spontaneous and photo observations, a daily memory book and a yearly report which are shared effectively with parents. However, staff have not yet established a fully effective way of using their observations to show differentiation in their planning to support individual children's next steps. Staff work closely with parents to ensure they have good information at the start about their children's interests, abilities and routines, and staff liaise well with other professionals to support children with more specific needs. Partnership with parents is a strength of this setting and information is shared from the start about the provision and children's development through an effective key worker system, displays, newsletters and daily discussion.

Staff are fully aware of the need to ensure children's safety in all aspects. All staff have attended safeguarding training and are confident of the appropriate procedures to follow in the event of concerns about children or an allegation against a staff member. The premises are carefully organised to protect children from hazards, with all appropriate measures in place. For example, there are wooden safety gates to prevent access to stairs and the entrance area, and a secure fire evacuation procedure which is understood by all staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

**What inspection judgements mean**

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	EY444338
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	784405
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Colwich Playgroup
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01889 883400

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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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