

Hempsted Playgroup & Toddlers

C/O Hempsted C Of E Primary School, St Swithuns Road, Hempsted,, Gloucester, GL2 5LH

Inspection date	24/09/2012
Previous inspection date	23/01/2009

The quality and standards of the early years provision	This inspection:	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

- Staff have a good understanding of children's developmental and learning needs. Planning and the identification of future learning goals ensure that children make good progress overall during their time in the playgroup and are well prepared for school.
- Children's well-being is strongly promoted by staff, who present themselves as good role models. Children develop in independence and confidence and positively interact with one another. They are happy and greatly enjoy their time in the playgroup.
- Strong partnership with parents, carers exist. Key persons provide good levels of support and nurture links between home and playgroup, ensuring children feel safe and secure.
- The experienced playgroup leader and staff team are highly dedicated to improving outcomes for children and the robust focus on staff professional development ensures high quality practice.

It is not yet outstanding because

- Staff do not always make full use of opportunities to develop children's critical thinking skills .
- Information about the provision is not always up to date on the website to keep parents fully informed.

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 both the in and outdoor learning environments.
- The inspector completed a joint observation with the playgroup leader in the indoor learning environment.
- The inspector had a meeting with the playgroup leader and key persons of tracked children.
The inspector looked at the following documents - planning, children's assessment, policies, procedures, records, self-evaluation form, information for parents, staff qualifications and records.
- The inspector spoke to parents and carers about their views of the setting.

Inspector

Sue Bennett

Full Report

Information about the setting

Hempsted Playgroup & Toddlers registered in 1997. It is a registered charity and run by a voluntary committee. The playgroup operates from a purpose built unit in the grounds of Hempsted Primary School, which is on the outskirts of Gloucester City. It has disabled access and sole use of the premises, including an enclosed outdoor area. The playgroup is registered on the Early Years Register and can accommodate a maximum of 24 children at

any one time. There are currently 24 children aged from two years six months to four years on roll. The playgroup gets funding to provide free early years education for three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities, and supports a number of children who speak English as an additional language. The playgroup is open from 9am to 3pm, Monday, Wednesday and Thursday and 9am to 12noon on Tuesday and Friday, term times only. There are four members of employed staff and three hold level 3 qualifications in childcare. Of these, one member of staff is completing a childhood studies degree and the playgroup leader is completing a level 4 qualification in childcare. Parents and carers provide support by helping on a rota basis. The playgroup receives teacher 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:

- develop further children's critical thinking through the use of open-ended questioning techniques such as 'how' and 'what'.
- keep the website up to date to provide parents with accurate information about the setting

Inspection judgements

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

The playgroup's provision of good quality early years' educational experiences ensures that the needs of all the children are well met. Activities vary and stem from child-initiated ideas, which mean children thoroughly enjoy themselves. Highly motivated staff support children effectively and have a good understanding about when to direct learning and when to leave children to explore. They ask questions that support children's understanding effectively, although do not always make the most of opportunities to promote children's critical thinking development. Children enjoy story sessions. Older children can recount stories and identify 'Once upon a time' as an appropriate beginning. Younger children join in with repetitive rhymes and are encouraged to contribute words and actions. The environment both indoors and out is spacious, well organised and provides good opportunities for children to play and explore. For example, children find bugs in the outdoor area and discuss habitats and the food they eat. They talk about the patterns that raindrops made in a tray gathering rainwater and use mathematical language such as full and half full to describe the volume of water. A stimulating range of apparatus supports children's physical development effectively, such as a tyre circuit and climbing frame. Children enjoy being active learners. They initiate their own imaginative play such as baking pizzas for lunch and investigate ways in which marbles move at greater speed if rolled down steeper slopes.

The key person system is well established and staff have a secure knowledge of children's needs. Good quality daily planning is easily accessible to both staff and parents. Staff make accurate assessments about children's developmental levels and plan their learning accordingly in well-detailed individual learning portfolios. Staff meticulously note evidence of children's achievements on the week's planning sheet and include their identified next steps in learning. Parents have good opportunities to contribute to the sheet and complete vouchers to illustrate children's home successes.

The playgroup strongly promotes inclusivity and provides good support mechanisms for children's developmental or learning needs. The playgroup leader has appropriate qualifications and another member of staff is currently training. Staff use effective resources, such as pictures to develop children's understanding of English to promote differentiated learning. Strong partnerships with parents exist and staff support them effectively by suggesting appropriate strategies to help children to learn and develop further at home. Staff successfully promote children's positive attitudes to learning, such as developing their levels of concentration and independence. This prepares older children well for their transitions to school.

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

The playgroup supports children's well-being consistently well. Key persons quickly form strong bonds with children when they join the playgroup, resulting in children feeling secure and well supported. Staff are genuinely interested in the children. The 'All about me' form enables key staff to become knowledgeable about children's home life and their likes and dislikes. Staff use effective distraction strategies to help children separate comfortably from parents and carers, such as talking about family members or directing them to a favourite activity. Children in turn happily share their thoughts or concerns with staff, talking about their home life or asking for favourite toys to cuddle to aid their sense of security. Staff are exemplary role models; teamwork is highly evident and the children mirror these positive social interactions, such as working together to tidy away toys and helping each other to put on coats and boots. Staff promote a strong ethos of positive behaviour at all times. They use praise and encouragement techniques effectively, helping children to feel valued and increasing their self-esteem. Children praise one another's achievements, such as an older child celebrating a younger child's completion of a jigsaw. Younger children watch older children and copy their behavioural patterns, for example, sitting quietly during a circle time activity and putting up hands to ask questions. Staff support children's ability to resolve conflict well, such as encouraging turn taking and sharing toys fairly. Older children show high levels of confidence and independence, nurtured through the many opportunities to be responsible, such as sharing out plates and cups amongst their peers at snack time. They are proud of their achievements, such as being able to take off their shoes to put on boots and to put on their coat.

Safety is given high priority. All external doors and gates are securely fastened and emergency routines well established and recorded. Staff risks assess all areas of the playgroup on a daily basis and address any concerns promptly. Children develop a good

understanding of safety through effective levels of staff support. For example, staff explain the importance of not running inside and taking care with fingers when shutting doors.

Children are developing a good understanding of healthy lifestyles. A newly installed canopy in the outdoor area ensures that children can enjoy fresh air and outdoor play, no matter what the weather. Parents are encouraged to provide healthy foods in children's lunch boxes and children know that eating fruit helps them to grow strong and that too many sweets are bad for teeth. Staff monitor hand washing and toileting routines, ensuring that children develop their understanding of good hygiene practices. Children of all ages get and use tissues and dispose of them correctly. Older children understand that this prevents the spread of germs.

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

The playgroup leader has a good understanding of her role and responsibility in managing the early years provision. She has a clear vision and is committed to improving outcomes for children. Additionally, the deputy leader provides a good level of support. Policies, records and procedures are comprehensive, regularly reviewed and easily available for parents within the playgroup. However, the website is not sufficiently kept up to date to provide accurate information to parents about the playgroup. Regular staff meetings review procedures, identify areas for development and ensure high priority is given to children's welfare. Staff have a good awareness of their child protection responsibilities and receive good induction tutorials when they begin work at the playgroup. All staff under-go rigorous vetting procedures and are appropriately qualified to care for children.

Staff work closely as a team and are involved in setting targets for improvement. The playgroup has recently completed a self-evaluation, which is reflective and identifies future development. The playgroup leader monitors the provision and staff receive appraisal. Staff's professional development is supported well and several, including the playgroup leader, are attending courses to further their qualifications.

Links with the local educational authority and specialist professionals are effective, supporting individual children's development and disabilities effectively. Excellent transition processes are in place, enabling smooth transfers for older children between the playgroup and school. Teachers regularly visit and the playgroup children attend various events in the school. Parents freely approach staff about their child's individual needs. They speak highly positively about the care and support their children receive at the playgroup.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	101762
Local authority	Gloucestershire
Inspection number	813209
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24

Number of children on roll	24
Name of provider	Hempsted Playgroup
Date of previous inspection	23/01/2009
Telephone number	01452500040 or 07761784888

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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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