

# Lollipops Playgroup

Scout Hut, Derwent Drive, Hayes, Middx, UB4 8DR

## Inspection date

02/10/2012

Previous inspection date

06/05/2009

## 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

- The outdoor environment is bright, attractive and highly conducive to support children's learning across all areas of learning.
- Children have access to a wide range of good quality resources, enabling them to make independent choices and supporting their interests and learning effectively.
- The staff establish good relationships with parents, keeping them well informed about their child's progress and welcoming their comments and suggestions.
- The manager oversees and supports staff well in meeting the requirements of the Early Years Foundation Stage and encourages staff to access further training to support their development.

### It is not yet outstanding because

- Some staff lack knowledge in how to encourage children to think critically by using open-ended questions and using language for thinking and learning.
- Staff do not always make effective use of time for children to be with their key person, particularly during their settling-in time.

## 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 spent the majority of inspection time observing the children in the playgroup as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the provider/manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the playgroup with approximately seven parents.

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Lollipops Playgroup opened in 1988. It operates from one main room in a scout hut in Hayes, in the London Borough of Hillingdon. The group operates Monday to Friday, term-time only. The group is open from 9.30am to 12 noon, with afternoon sessions on Monday and Thursday from 12.15pm to 2.45pm. During the term after Easter the setting may offer additional afternoon sessions on a Tuesday and Wednesday. The group supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register. There are currently 32 children on roll aged from two to five years. The setting receives funding for

the provision of free early education to children aged three years. The playgroup employs eight staff who work a variety of sessions, of these, four staff hold appropriate early years qualifications.

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

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

- strengthen the key person system by making time for children to be with their key person, particularly when settling, either individually or in their key group
- support children's speaking by posing open-ended questions, with many possible answers and by helping children expand on what they say, introducing and reinforcing the use of more complex sentences.

### **Inspection judgements**

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

Children make good progress in their learning and development. This is due to the staff's good knowledge of the Early Years Foundation Stage learning and development requirements and their planning a stimulating environment to support every child's individual needs. Staff are aware of providing a good balance of child-initiated and adult-led activities both indoors and outside.

Children thoroughly enjoy being creative as they explore many different materials as they make sticking pictures. They are developing their physical skills well as they show great interest in trying to cut the tape with scissors.

Staff are aware of providing an environment rich in activities to support communication and language. Children learn to find their name when they arrive. Staff help children identify the first letter of their name by sounding out the letters. This is also extended when children investigate the sand tray where staff model how to follow the patterns to make the initial letter of their names. All children are supported by the staff who work closely with groups of children, or individually, to encourage their play. Staff join in conversations with children and introduce new words. However, not all staff are confident in extending opportunities for children to think critically about their ideas by posing open-ended questions.

Children thoroughly enjoy playing outdoors. This area has been re-developed and is highly conducive to children's learning. Children can access a full range of activities outdoors. They thoroughly enjoy riding in the toy cars, climbing on the apparatus, or sitting quietly under the canopy looking at a book or mark making with the writing materials. Children's

understanding of the world is well supported by staff planning exciting opportunities for children to learn about lifecycles and caring for butterflies.

Parents have regular opportunities to meet with staff to discuss children's achievements and progress. Each child has their own development record, which shows their achievements and next steps for learning. Children who speak English as an additional language are supported well and staff learn about children's home language, obtaining key words to help children settle. The group also uses picture routines to help all children learn about the routines and know what happens next. There are also effective systems to support children with special educational needs and/or disabilities. Staff work effectively in partnership with other agencies. This supports them in being able to identify and support targeted individual plans for children.

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

Children share warm relationships with each other and the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Transition from the home into the playgroup is well-managed through a gradual settling-in process. There is a generally effective key person system in place, which helps children to feel secure. However, there is less time spent on planning for children to be with their key person particularly in the early days of children settling in.

Children are beginning to build up friendships as they play and learn to take turns and share. Staff manage children's behaviour well; they use positive strategies to deal with any minor issues. Children receive lots of positive praise and encouragement, which supports their self-confidence and esteem.

The playgroup is comfortable and has ample space for children to move around in safety and fully explore the wide range of good quality resources. Children's safety and well-being is given high priority. Staff conduct daily checks on the premises and effective risk assessment procedures are in place. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Children learn to take risks in a safe environment and understand the rules at playgroup, such as why they do not run indoors and taking care when cutting with the scissors.

Children learn the importance of following routines that support their understanding of self-care. For example, children are aware of cleaning their hands before eating or after using the toilet. Children are provided with a healthy snack of various fruits each day and a drink of milk or water.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All of the legally required documents, policies and procedures are in place which supports the efficient running of the playgroup. Staff have a strong understanding of the safeguarding policy and know what action to take if they were concerned about a child. New staff have an induction period which ensures they are given relevant information on procedures for their work.

The manager is passionate and committed to developing the service. She recognises and values the importance of self-evaluation and takes advice from the local early years team, implementing action plans which are successfully achieved over a period of time. Staff are encouraged to attend regular training and all staff have attended training on the changes to the Early Years Foundation Stage. This demonstrates they are willing to continually develop their service. The manager and deputy have a clear overview of the planning for children's learning and development and monitor children's assessment records.

The views of parents and carers are sought in the form of parental questionnaires. Parents and carers are able to make contributions to how they would like the playgroup to be improved. Parental comments at inspection indicate they are extremely happy with the service provided. Many parents have used the playgroup with older siblings and comment they would not go anywhere else. Parents also commend the playgroup for their understanding and enthusiasm to support children with additional needs, making them feel very welcome and included. The playgroup is very much part of the community and shares good relationships with local schools, other professionals and local groups, which supports children's continuity of care and transitions well.

## 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>	139068
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	813945
<b>Type of provision</b>	Sessional provision
<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>	32
<b>Name of provider</b>	Lollipops Playgroup
<b>Date of previous inspection</b>	06/05/2009
<b>Telephone number</b>	07591 605549

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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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