

Turnditch Playgroup

Crompton Inglefield Village Hall, Ashbourne Road, Turnditch, Belper, Derbyshire, DE56 2LL

Inspection date

09/10/2012

Previous inspection date

04/11/2011

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 2

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

- There is a positive drive towards future improvement and the management team have a clear vision for the development of the setting.
- Practice is underpinned by clear and comprehensive policies and procedures that effectively promote the well-being of children.
- Children are happy and settled as their individual care needs are effectively met by warm and caring staff.

It is not yet good because

- Children's development files do not show children's individual next steps and their progress towards the early learning goals is not effectively tracked to identify areas for improvement or strengths in learning.
- The reading area is not very appealing to children and the creative materials are not set out to attract children to self select from them during free play.

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 observed activities in the main hall and in the outside learning environment.
- The inspector held meetings with the manager of the provision 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 and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jennie Dalkins

Full Report

Information about the setting

Turnditch Playgroup is a community playgroup that has been in operation since 1970. It operates in Crompton Inglefield Hall in Turnditch, Derbyshire. Children have access to a secure outdoor play area. The playgroup is open Tuesday, Wednesday and Friday from

9am to 1pm and also on Thursday afternoon between 12.15pm and 3.15pm, term time only.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup currently has 18 children on roll, all of whom are in the early years age range. Children come from the local community and surrounding areas.

The playgroup employs four staff. They all hold a recognised National Vocational Qualification (NVQ) Level 3 or equivalent in a childcare discipline. 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 children's individual files and use these to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

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

- develop a regular review process to track children's development towards the early learning goals
- improve the layout of the book corner and the creative materials in a way that is appealing to children and encourages them to self-select.

Inspection judgements

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

Children are generally engaged in the activities on offer. The resources provide them with some good opportunities to learn through play, although the reading area and the layout of the creative resources do not entice children over and are currently under-used. Books are stored together which makes them hard to identify and there is little comfortable seating. The creative materials are in drawers in an accessible trolley and while this has written labels on it, to indicate the contents, there are no visual cues as to the resources inside.

Children's imagination is given free rein as they use a stretchy plastic tube with telephone

ends attached during outside play. Great fun is had as they talk to each other down the tube, before removing the telephone ends and pretending the tube is a hose. Staff encourage this open-ended play, which enables children to fully explore their imagination. Adult-led craft activities are also well-facilitated by staff who encourage children to model clay and natural materials to their own design and satisfaction. Children relish the opportunity to do what they want with the stones, leaves and clay, making unique sculptures. Staff encourage their skill development through some skilful questioning, asking them how the materials feel and change as they are used. However, the same questions are used for all children and other activities are similarly generic. This occurs as staff are not confidently identifying or recording children's individual next steps. This results in some missed learning opportunities, especially for those who are particularly behind or ahead in an area of development.

Children's early writing skills are promoted as they recognise their own names in print and have opportunities to make marks with paints, crayons and other materials. During role play, they enjoy using writing for a purpose as staff change the 'home corner' on a regular basis to reflect the different topics they cover. When the area becomes a 'vet's surgery' children enjoy writing out appointments and recording what they find. Mathematical skills are also suitably promoted. Children learn about size as they complete jigsaws, placing the different sized apple slices in descending order. They confidently count out the number of pieces and name the colours of the blocks in their towers.

Children make satisfactory progress towards the early learning goals. Systems to assess their starting points on entry to the setting now include parents views about what their children can do and as a result, staff have a secure baseline in place from which to measure children's progress. A tracking system is not yet used to clearly show their levels of attainment. This prevents targeted, future planning. There are no children with identified special needs at present, but staff know how to access additional support if this becomes necessary and are aware of the importance of working closely with parents and other professionals to identify challenging yet realistic goals.

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

Staff are well deployed and are clear about their responsibilities. An effective key person system is in place, which helps both parents and children to build strong relationships with a designated member of staff. Staff are very attentive, providing genuine warmth and affection to every child. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, even new starters are happy to engage in play and develop skills for future learning as they are quickly relaxed and comfortable. Children engage staff in their play, confidently asking to be spun round in the 'big top' or building towers with large blocks. They show a sense of ownership for the setting, helping each other to roll up and carry rugs at the end of the session, or selecting books to share at 'carpet time'. Individual routines are fully valued and each child's personality, likes and dislikes are fully respected and catered for. Staff record and take account of any allergies, ensuring that snacks and drinks are suitable for all children who attend.

Children develop mature self-care skills, putting on their own coats and zipping them up with minimal help prior to going out to play. Children benefit from good opportunities to play outside on a daily basis. They enjoy the challenge of the large climbing equipment and are provided with a range of interesting resources to spark their imagination. Cardboard tubes and skipping ropes are used in high-spirited imaginative play as the tubes are threaded onto ropes and used as reins. Children gallop about, exercising their bodies as they pretend to canter around. They sit down together at mealtimes and unpack their own lunches after first washing their hands to 'get rid of germs'. They make choices from healthy selections at snack time and drink either milk or water, which they pour for themselves.

Children's understanding of safety is also well promoted. They understand why they must not run inside and know that they have to be careful building towers that are taller than they are, as they can fall on them or their peers. They also take part in regular evacuation drills where they learn how to respond swiftly to instruction.

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

The setting has undergone major changes since the last inspection. A strong management team is now in place with a new committee and manager, all of whom hold a shared vision for the development of the setting. Leaders have high expectations and a lot has been achieved in a short time. All staff are supported in gaining additional skills, with access to training and annual appraisals to assess their performance. The setting uses self-evaluation to identify priorities for development and action plans are put in place to monitor progress. For example, all policies and procedures have been reviewed and updated to ensure they are all in line with current legislation and that best practice is followed.

The introduction of new systems to observe, assess and monitor each child's progress are also being implemented. The manager has a clear idea of what she is aiming to achieve and is rolling out a new system for staff to follow. This is in its infancy and staff are not yet using the system fully. However, positive changes in the way information is recorded are beginning to emerge. Staff now complete an initial assessment with parents and are beginning to identify children's starting points. Although, children's individual development files are still being perfected.. Staff observations do not always include individual next steps or clearly show children's progression towards the early learning goals. Consequently, activities are not always challenging or promoting continual learning. A new tracking document to monitor and review children's learning is also being implemented but is not yet in full use. Nevertheless, the setting provides a breadth of activity that ensures children have suitable access to the seven areas of learning. The generally good teaching skills used by staff encourage children to learn as they play and satisfactory progress is being made. The manager has devised a system to collate information to monitor the delivery of education and to ensure all areas remain equally covered.

Positive partnerships exist with both children's parents and other professionals who have an input into children's care. Parents are warmly welcomed into the setting and staff take

time to chat to them at drop-off and collection times. They also encourage parents to stay or to call during the session if they are concerned about leaving their child. They are provided with a good level of information about their child's learning and development and comment that the setting is 'friendly and informative'. The setting also has good relations with the local schools. They organise visits where possible and liaise with reception class teachers to aid children's transition from the playgroup to school.

All staff understand the signs and symptoms that may indicate abuse and know how to report any concerns. All staff receive training in this area and a full written policy is in place to support effective practice. The manager takes responsibility for any safeguarding issues and ensures that any incidents are followed up appropriately. The environment is appropriately risk assessed and the main hall is secure. Children move around the setting safely, enjoying the freedom and space of the good-sized hall and access a broad range of resources that suitably support their learning and enjoyment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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

Unique reference number	206894
Local authority	Derbyshire
Inspection number	818054
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Turnditch Playgroup
Date of previous inspection	04/11/2011
Telephone number	01773 550303

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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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