

# Tibshelf Playgroup

The Village Hall, High Street, TIBSHELF, Derbyshire, DE55 5NX

## Inspection date

15/10/2012

Previous inspection date

27/05/2011

## 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

- Children feel safe and secure within the setting because they form secure attachments with staff.
- Practitioners help children to learn to be independent and encourage them to manage their personal needs. Children are competent at managing their personal needs relative to their ages.
- Children are effectively supported in the prime areas so that children of all ages and abilities make good progress in their learning.
- The safeguarding and welfare requirements are understood by management and are met. Arrangements for safeguarding children are strong and well-embedded into playgroup practices. Clear policies and procedures are understood by all staff and implemented consistently.

### It is not yet outstanding because

- Practitioners are less secure in their knowledge of mathematics. They do not always make best use of planned or unplanned opportunities to enhance and extend children's learning in this area.
- Practitioners do not always use story times to effectively help children develop listening skills and language development.
- 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.

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 deputy of the playgroup.
- The inspector observed activities indoors and outside learning including snack and story time.
- The inspector completed a joint observation with the manager to look at mathematical skills.
- The inspector held conversations with all staff.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- 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

Tibshelf Playgroup is run by a committee. It opened in 1980 and operates from the village hall in Tibshelf, Derbyshire. The playgroup is open on Monday, Tuesday, Thursday and Friday from 9.15am to 11.15am during term time. All children share access to an enclosed outdoor play area.

The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll, all of whom are within the early years age range. The playgroup supports children with special educational needs and/or disabilities and those who are in receipt of nursery education funding. There are six members of staff, three of whom hold appropriate early years qualifications. The playgroup has 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 opportunities for children to listen attentively and enjoy story time paying particular attention to the older early years children, so they have opportunities to participate in positive ways to story-telling
- review the children's educational programme for mathematics using planned and unplanned activities for children to: develop their understanding of numbers, shape, position and patterns
- build on the monitoring systems to include regular, 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. Rooms used by the children are well

organised and stimulating. The toys and resources are developmentally appropriate and children benefit from safe but free access to them. Language is fostered well throughout the session. Children are constantly involved in conversations and practitioners use these opportunities to increase and expand children's language when they are involved in their activities. They ask open-ended questions that encourage further conversation. One example of this is, while children are playing in the cafe area, the practitioner asks questions to encourage the children to use their imagination. They participate with enthusiasm and excitement as they prepare breakfast for the adults and each other, consisting of, apple, sweet corn, toast and a cup of tea. Children talk about their own experiences with detail.

Practitioners know the children well and when are the best opportunities to expand their learning, and they gauge this with skill. For example, during the role play cafe activity staff move the children on to wash up the breakfast plates and go shopping for the cafe's food. This involves the older children developing their literacy skills as they write shopping lists and discuss what they might cook in the cafe. Younger children are participating in making marks using a variety of media, such as chalk and paint and creating pictures and patterns. These opportunities are helping children to make connections between their movements and the marks they make well. Unfortunately, the quality of the story sessions for older early years children is variable children do not always sit and listen attentively or seem to enjoy the story-telling.

Practitioners effectively promote children's natural curiosity to experiment and to find out about things, providing opportunities, for children to play and explore and be active learners. For example, children giggle and laugh as they investigate the leaves that have fallen from the trees and thoroughly enjoy throwing them up and letting them fall down. Practitioners use this opportunity to talk to the children about autumn and the animals hibernating. Children have wonderful opportunities to develop their physical skills as they climb through the tunnel and play jumping games in the outside environment. They use the sit-and-ride toys and push-toys, such as wheel barrows showing confidence as they negotiate obstacles around the garden. They move and run around the with excitement and younger children benefit from watching the older children in these outside play sessions. Unfortunately, there are few activities planned to effectively promote mathematical development and few references are made to mathematical language or skills.

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 for all children in their care. The information from these are 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. Key workers have not yet implemented the progress check at age two but they are able to identify what the children are able to do. 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**

The successful implementation of the key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments. This provides a strong base for developing independence and exploration and for children developing skills for the future. 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 take time throughout the day to listen to the children individually so they feel special and valued. Parents are provided with good information about the early years provision and are invited to verbally contact key persons daily, which promotes two-way parent involvement.

Behaviour is well managed in the playgroup. Staff are consistent and fair when encouraging children to share and take turns and children learn to negotiate and cooperate with their peers, they play harmoniously together and show an awareness of responsibility within the provision. For example, children relish the opportunities to help the practitioners in taking roles and tidying the toys away appropriately. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year.

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, such as cereals and fruit and enjoy regular fresh air on a daily basis. Children's understanding of safety is developing as they participate in regular fire drills and activities to learn about 'People Who Help Us' which includes fire fighters, police, doctors and nurses. They have further opportunities to develop their understanding of safety as the playgroup is joined by the local community police; who to talk to the children about being and feeling safe.

Key workers have made strong links with the local primary schools and put in place good transition procedures, where they pass on a written summary of each child's progress. This ensures continuity of care. The playgroup also has systems in place to liaise with other childcare professionals. For example, they have regular visits from the local authority co-ordinator and liaise with other settings through network meetings and share information when attending training courses.

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

Children are safeguarded through effective management and relevant policies and procedures. Arrangements for safeguarding children within the provision is 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 playgroup sets high aspirations for quality in the future. Accurate identification of priorities through self-evaluation has resulted in changes from this September 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. Consequently, children's next steps in learning are being identified and planned for to meet their individual needs.

Management has commitment to improving their service. They have successfully implemented systems to complete all of the last inspections actions and recommendations and are working very hard to improve the quality of the playgroup. 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. Management have not yet devised system of regular, formal supervisions of staff to identify staff performance. Management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome.

All children receive a happy and enjoyable early experiences. Practitioners create a calm environment that is welcoming, safe and stimulating where children enjoy their learning and are able to grow in confidence.

### 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

#### 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> | 206890                   |
| <b>Local authority</b>         | Derbyshire               |
| <b>Inspection number</b>       | 818053                   |
| <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>  | 24                       |

|                                    |                    |
|------------------------------------|--------------------|
| <b>Number of children on roll</b>  | 22                 |
| <b>Name of provider</b>            | Tibshelf Playgroup |
| <b>Date of previous inspection</b> | 27/05/2011         |
| <b>Telephone number</b>            | 01773 874147       |

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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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