

Ladybird Playgroup

AD Astra First School, Sherborn Crescent, POOLE, Dorset, BH17 8AP

Inspection date	15/10/2012
Previous inspection date	28/01/2010

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 value and respect the views of the children and their parents using their ideas as the starting point to plan interesting and exciting activities
- The outdoor learning environment provides rich opportunities for children to explore and investigate the natural world
- Staff support the children's communication and language skills very well. They skilfully help children to learn vocabulary, make comments and ask questions. They organise the environment thoughtfully to create spaces for children to talk and play together
- The manager is committed to evaluating what the playgroup offers for families and strives to improve her service continually. There are good systems in place to monitor and analyse all aspects of the playgroup that take into account the views of parents and carers, children and staff. Improvement plans focus on areas that will most effectively support children's achievements.

It is not yet outstanding because

- Adult led group activities sometimes interrupt the flow of children's play and are not always effective in engaging children of differing development stages and learning styles.

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 two playrooms, the enclosed adjoining garden and a natural area on the school grounds.
- The inspector held meetings with the manager of the provision, talked to children's key persons and the children themselves
- The inspector looked at a sample of the children's observation, assessment and planning documents.
- The inspector sampled policies, checked evidence of suitability and qualifications of staff working with children and sampled their personal development plans.
- The inspector took account of the views of parents spoken to on the day and looked at information gathered by the playgroup using a parent questionnaire. The views of local authority development officers were also taken into consideration through looking at recent reports and improvement plans.

Inspector

Josette Dyer

Full Report

Information about the setting

Ladybird Playgroup was registered with the present owner in 2003 and moved to the current premises in 2009. It operates from a portable classroom in the grounds of AD Astra First School in Canford Heath, Poole, in Dorset. It serves the local community. The playgroup follows the High Scope philosophy. Children have access to an enclosed outdoor play space for outdoor activities. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll in the early years age group. The playgroup supports children who have special educational needs and/or disabilities and children learning English as an additional language. The playgroup operates term time only from Monday to Friday, from 8.30am until 3pm. It is able to offer an after-school club from 3pm to 6pm if there is a demand for this. A team of eight staff work with the children, including the owner. Of these, seven staff hold a relevant National Vocational Qualification at level 3 and an apprentice is working towards a level 2 qualification. The playgroup is in receipt of funding for the provision of free early education for two, three and four-year-olds.

What the setting needs to do to improve further

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

- review the playgroup routine by a) providing children with uninterrupted time to play and explore; b) ensuring that group activities consistently provide experiences and challenges that are appropriate to the development levels of the children participating in them.

Inspection judgements

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

The children happily go to the interesting activities set up around the room. The staff welcome children warmly and make themselves available to join in their play. The staff are caring and attentive, following the children's ideas as they play together. The playgroup follows the High Scope philosophy and so children plan and review their own learning. Children confidently talk about what they enjoy doing, such as 'I like playing monsters',

and plan what they want to do next, for example, 'I want to build with tyres in the garden'. The staff listen carefully to the children and make sure they provide the relevant resources in response to their ideas. The staff use these comments and ongoing observations to plan relevant and interesting activities that have depth and breadth across the seven areas of learning. The children's key person works together with parents to assess what children can do when they start at the playgroup and parents have a successful ongoing involvement in their children's learning. As a result, all children, including those with special educational needs and/or disabilities and those learning English as an additional language, are making good progress based on what they can do when starting at the playgroup. Staff prepare them well for their next stage in learning and for school.

The staff use simple strategies to help the children to know what is happening next. When it is circle time all the staff and children sing a special song. They also use pictures effectively for children who need further support with communication. The children quickly make the circle and join in the activity. The group enthusiastically sings the days of the week song. They sing loudly and move their bodies in time to the catchy beat. The group activity also includes talking about the weather and the changes to the trees in autumn. The children make some comments about this although staff, at this point, do not use the outdoor space to help the children feel, touch, see and smell everything that is associated with the autumn weather. However, they are able to do this as they go on a walk later.

Staff are particularly skilled at supporting and extending children's language skills. They get down to the children's level before talking, and give time for children to respond. They introduce words by describing what children are doing. Children talk about the ground being 'soggy' as they go on a walk. Staff use words such as 'texture' and 'colour' with children as they describe what a leaf looks like. Younger children join in singing 'Insy Wincy Spider' while they are looking at a spider outside. The staff are involved in an initiative to promote communication skills. As a result, they are confident in providing rich language experiences for the children. They closely monitor children's development in this area and add further activities for children who they consider may fall behind. The initiative is having a positive effect. Children are making good progress in this area and those identified as being a little behind are quickly catching up with what is expected for their stage of development.

Children engage in many activities to build strong hand and arm muscles, which helps to prepare them for later writing skills. They lift and carry logs from one place to another in the 'wild' garden area. They use large paintbrushes and water to paint fences and build with large construction materials outdoors. Some children are beginning to write recognisable letters and generally staff encourage children to 'sign' their pictures and some children are beginning to write recognisable letters. Children are developing mathematical skills well in real life situations. They enjoy counting each other to check how many children there are. They talk about 'who's got the tallest' tower when building with bricks. They use a range of resources for counting and sorting and talk about what they see, stating 'look I got two yellow bananas'.

Children enjoy doing things for themselves; they can find their coats and wellingtons and most older children can put them on independently. Staff help younger children but still encourage independence by letting them try first. Children serve themselves at snack time by putting fruit onto plates and pouring drinks carefully. They use knives to spread butter on their cracker and show awareness of safety. Children do become absorbed in their play, particularly outdoors. The routine, however, tends to interrupt the flow of play for some children. Staff frequently require children to stop what they are doing to participate in a group activity. At times, these activities are not engaging all the children. Children thoroughly enjoy their outdoor play and playing outside is a popular choice when the children plan their activities. The children extend their physical skills outdoors as they run in and out of den areas, climb the slide, balance and build with crates and tyres.

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

Children confidently move around the room and the stimulating learning environment successfully supports their all round development. Children show that they feel safe and secure in the playgroup because they form strong bonds with their key person. At times children seek out their key person for cuddles and reassurance before going off to play again, showing that they feel secure. Children are independent and confidently make choices about what they want to play with. Other playgroup staff act as a backup key person if a colleague is absent so that there is always someone that is special to individual children. Children are able to bring in comfort objects from home and settling in sessions are flexible to meet the needs of the children and their families.

Staff use sensitive interventions and clear expectations to support children to understand how to behave in the playgroup. Staff support children effectively to share and take turns with toys and activities. Staff talk about feeling sad if someone takes all the toys; this helps children to think about how others may feel. Children confidently explore the 'wild' outdoor area. They are learning how to keep themselves safe successfully as they avoid touching prickles and they take care lifting heavy logs to look for bugs.

Children become increasingly confident in managing their own personal needs and they are developing healthy attitudes towards their diet and exercise. Children wash their hands before snack time and staff act as good role models, washing their own hands alongside them. Children talk confidently about washing away the germs. Staff use snack time effectively to talk about healthy eating. Children regularly play outside and tell staff that this is what they enjoy doing when they review and plan their activities.

Staff prepare children well for the next steps in their learning, both within the playgroup and when they transfer to school. The children are continuously learning skills, building confidence and independence, which puts them in good stead for the future. Strong links with neighbouring schools helps to provide a smooth transition as they move to this stage in their learning.

The effectiveness of the leadership and management of the early years

provision

The provider and her team have a good understanding of and consistently adhere to the safeguarding and welfare requirements. All staff contribute to reviewing and updating policies and procedures, which successfully helps the team to keep up to date with the most current legislation and advice. The provider has robust recruitment procedures in place to check that those working with children are suitable to do so. Safeguarding children takes high priority in the playgroup and all staff have regular training. Since the last inspection, the provider has worked hard to increase her staff team's knowledge around safeguarding. For example, she checks the staff team's understanding of related issues at every staff meeting, to promote a clear awareness of procedures. As a result, staff are confident in the actions to take if they are concerned about children. All staff either hold a first aid certificate or are currently updating their first aid training, which is effective in supporting children in the event of an accident. Staff regularly check the areas used by children to keep them safe.

Self-evaluation is a key strength of the provider and she is committed to driving improvement in the playgroup. She is currently looking at areas within her routine to identify strengths, weakness, opportunities and threats. The provider takes account of the views of parents, children, staff and advisory teachers in her self-evaluation. She targets areas for development effectively and these are successful in leading to continuing development of the group.

Arrangements for supervising staff are in place and well embedded. The provider regularly sets targets for staff to work towards, which she monitors closely to support her team to develop their practice. She also mentors new staff and students through a robust induction process. This process, alongside ideas from the initiative to support communication, is bringing about improvements in the use of open ended question to challenge children's thinking.

Parents think highly of the playgroup; they feel welcome to talk to their key person at any time and value the parent consultation evenings that the playgroup provides. They are keen to contribute to planning and be involved in their children's learning. Parents say they trust in the staff and feel confident in leaving their children. They appreciate the commitment of staff when settling their children and throughout their children's time at the playgroup. Parents also say how happy and settled their children are and comment favourably on the noticeable progress they are making. They also comment positively on the help and support the playgroup gives them to link up with other professionals if necessary. The provider and her team are working well with a range of professionals to identify children's needs and help them to make progress.

The High Scope philosophy provides opportunities for children to take charge of their own planning. The provider carefully monitors observations, assessments and plans to check that they are consistent and cover all areas of learning and development. She tracks the progress of different groups of children effectively to gain an idea if the playgroup is meeting the needs of all children in the playgroup and identify those who may need

additional support.

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	EY396900
Local authority	Poole
Inspection number	816086
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	34
Name of provider	Michelle Samantha Columbine
Date of previous inspection	28/01/2010
Telephone number	01202 659689 mobile 07855 192226

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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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