

# Sedgeberrow Playgroup

The Betteridge Rooms, Main Street, Sedgebarrow, Evesham, Worcestershire, WR11 7UE

## Inspection date

12/10/2012

Previous inspection date

03/12/2008

## 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
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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 manager's and staff's sound knowledge of each child enables them to confidently plan and organise a rewarding educational programme which caters for every child's interests and learning and development needs.
- Strong partnerships with parents and carers and excellent links with the school, other early years providers and various agencies, underpin the playgroup's success in promoting children's good progress, welfare and well-being.
- Children are settled, confident and increasingly resourceful learners, relishing the vibrant, child-friendly and well-resourced environment.

### It is not yet outstanding because

- Occasionally children's free play is rather noisy and exuberant, inhibiting other children's attentive listening and concentration.
- The management committee's role in monitoring and evaluating the effectiveness of the playgroup is not yet used to best effect.

## 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 Betteridge rooms and the school playground.
- The inspector held meetings with committee members and the registered person, who is also the manager.
- The inspector looked at children's assessment records and planning documentation and spoke to children's key persons.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the playgroup's evaluation procedures and improvement plans.
- The inspector took account of the views of parents, carers and of other local partners, such as the school and a local childminder, who were spoken to on the day.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

Sedgeberrow Playgroup opened in 1989 and operates from the Betteridge Rooms attached to Sedgeberrow C of E First School. It has close links with the school and with a local childminder. The premises are accessible and include secure outdoor areas, such as the school playground and field, adventure play equipment and Forest School site.

The playgroup is open each weekday during school term times. Sessions are from 9am until 12pm with a lunch club from 12pm to 1pm. Children are able to attend for a variety of sessions. The playgroup is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children aged from two to four years on roll.

Four members of staff work at the playgroup and all have relevant level 3 early years qualifications. The playgroup provides early education funding 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 and re-evaluate the organisation and management of children's free-play sessions in order to assess noise levels and their impact on other activities
- enhance monitoring procedures by extending opportunities for the management committee and parents to contribute to evaluating the playgroup's effectiveness.

### Inspection judgements

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

Children are enthusiastic, purposeful learners who are supported in their learning and development by an equally motivated manager and key persons. Adults accurately assess every child's starting points, consistently monitor their development and effectively incorporate their next steps and interests into their planning and organisation of activities and resources. The manager and staff have implemented effective systems for assessing

and reporting on the progress of two-year-olds. They offer children a varied and rewarding educational programme, which helps each child to make good progress in the prime and specific areas of learning and to thoroughly enjoy themselves. However, occasionally noise levels rise in the setting as the enthusiastic play of some children, for instance, who are acting out roles or using sound toys and musical instruments, distract other children who are trying to concentrate on listening and speaking. In all other respects, the manager and her colleagues have made great improvements to the layout and the management of activities and resources. As a result, children confidently decide which activities to take part in, help themselves to stimulating resources to extend all aspects of their play and learning, readily follow staff's requests and know when it is important to sit and listen.

Staff confidently and accurately assess children's levels of speech and language and effectively intervene at an early stage to address any lack of clarity or confidence in speaking and listening. This includes staff providing tailored support for individual children, and making sure that they all have meaningful opportunities to chat to their friends, describe what they are doing, recall events and use language for thinking. Children competently recognise and use different letters and sounds as a result of focused and fun phonic activities, and these help those children with unclear speech to develop clarity and confidence. They all enjoy listening to stories and happily look at books on their own. Using the computer and fun puppets from story sacks enhance children's appreciation of many books and stories. Children are energetic and physically competent. They enjoy PE and take part in regular outdoor activities, such as climbing and balancing on adventure play equipment, and they fearlessly pedal, scoot and steer a range of wheeled toys.

The playgroup has excellent partnerships with different agencies working with children, the school and other early years providers. These positive links enable staff to offer children continuity and consistency and to be increasingly accurate in planning for each child. Children make smooth transitions into school because of the close links between the playgroup and the school. They all enjoy shared activities, special events and some play times. Those children starting school in September also regularly attend the reception class during the summer term before they start. Parents are encouraged to contribute to their children's learning and development. The information they provide when their child starts helps staff to get to know their child and to plan accurately for his/her interests and skills. Parents are kept well informed about their children's activities and achievements as a result of regular discussions with staff, opportunities to review their children progress more formally, and to follow up activities highlighted in newsletters or on the playgroup noticeboard. In addition to serving on the management committee, parents help in sessions including leading activities, such as music, and are involved in special events and the playgroup's popular outings.

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

The playgroup's well-established key person system ensures staff develop close bonds with children and families and effectively promote each child's well-being. Staff are well informed about children's care and health needs and also about their backgrounds, characteristics and interests. These are taken fully into account in order to successfully

reassure and settle children. The playgroup's strong links with the school and other early years providers ensures consistency for children attending more than one setting and when they are moving on to school.

Children are confident and feel emotionally secure. Staff are kind, approachable and receptive to children's reactions and feelings. They listen to children and encourage their ideas and choices. They also ensure children know what is expected of them, so they behave well. Children sit and listen when needed and are eager to help, readily responding to the prompt for 'tidy-up time' and helping to clear away after snack and lunch times. Staff supervise children well and also encourage them to behave safely and responsibly, for example, when using scissors or when walking to and from outdoor play areas. Staff complete regular safety checks to ensure the premises are secure, hazards are dealt with promptly and children use good quality toys, equipment and resources.

Children's good health and self-care are effectively promoted. The playgroup's robust health procedures include clear arrangements to cater for children's specific health and dietary needs. Parents appreciate the staff's rigour in ensuring these requirements are consistently met. Children develop a good understanding of aspects of a healthy lifestyle. They readily help themselves to drinks of water during sessions, enjoy fruit and other healthy snacks and relish being active and playing outside. They increasingly manage their own personal care and hygiene and parents are pleased with the staff's support in helping their children to dress themselves and to independently use the toilet.

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

The manager and staff are dedicated, and increasingly confident and rigorous in their monitoring of how well they promote children's learning and development, well-being and welfare. They carefully monitor and review the quality and effectiveness of assessment, planning and the educational programme, so they have a clear idea of how well each child is progressing. The staff work well with parents and other agencies to access funding and appropriate resources and to give children tailored support. Key persons also encourage parents to access other forms of assessment and support, such as attending speech and language therapy drop-in sessions at a local children's centre. Arrangements for safeguarding children are also strong. The manager and staff fully understand their role to protect children from harm. They take prompt action to minimise the risks to vulnerable children and sensitively help families who may be facing difficulties.

A management committee, made up of parents, the playgroup manager and staff, effectively drives improvement. Previous actions and recommendations have been successfully addressed, and in the case of key person arrangements and observation, assessment and planning systems, these are now amongst the playgroup's strengths. Taking part in a thorough quality assurance assessment of the learning environment has resulted in significant improvements to the layout and presentation of activities and resources. The manager and staff are continuing to confidently reflect and act on the ideas presented by this assessment process, ensuring children benefit from learning in a vibrant, well-resourced environment. Staff's confidence in their roles is supported by

increasingly effective systems for assessing their professional development needs and for providing them with the relevant support and training. They also regularly meet with, and report to, the management committee. However, there is room to more clearly define the committee's role in monitoring the effectiveness of all aspects of the playgroup's provision, to enable everyone to work more closely together to identify and follow up priorities for improvement.

### 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

<b>Unique reference number</b>	205261
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	818015
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Sedgeberrow Playgroup
<b>Date of previous inspection</b>	03/12/2008
<b>Telephone number</b>	07974 557 098

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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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