

Little Rascals Playgroup

114 Queenborough Road, Minster on Sea, Sheerness, Kent, ME12 3DA

Inspection date

22/10/2012

Previous inspection date

29/06/2010

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

- Children's personal, social and emotional development is fostered very well. As a result they are polite, kind and form strong bonds with one another.
- Children benefit from positive interaction with staff who know them very well and extend their learning effectively.
- The individual welfare and emotional needs of the children are met very successfully by the caring staff.

It is not yet outstanding because

- Not all parents and carers are fully involved with some aspects of their children's learning and development.

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 read reports from the local authority advisor.
- The inspector examined documentation including a representative sample of children's records, developmental plans and staff suitability records.
- The inspector talked with the registered person, the manager and all staff.
- The inspector observed children's play and staff interaction.
- The inspector read parent questionnaires and spoke to parents and carers.

Inspector

Karen Scott

Full Report

Information about the setting

Little Rascals Playgroup opened in 2000. It operates from a single room, in a single storey building halfway between Minster and Queenborough in Kent. Children use an enclosed outdoor play area. The playgroup serves the local area. It is open each weekday from 9am until 12 noon, term-time only. A lunch club runs from 12 noon until 1pm each day.

The playgroup is registered on the Early Years Register. There are currently 19 children aged from two to under five years on roll, some in part-time places.

There are three members of staff, all of whom hold appropriate early years qualifications. The setting provides funded early education for three and four year olds and receives 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:

- build further on partnerships with parents and carers to enable all to become fully involved in their children's learning and development.

Inspection judgements

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

Children make independent choices about what they play with, both inside and outdoors, from a wide range of toys and resources that promote learning across all areas of development. The environment is rich in discussion and staff use questioning successfully to build on children's language development. Programmable toys are used by children to help them recognise and sound out letters, linking them to names and words that are of importance to them. A wide range of books are easily accessible and children enjoy stories, sharing their favourites with each other. Sharing stories is a positive experience and props are used very successfully to build on children's love of literature. There are good opportunities throughout the session for children to recognise their own and others names. Children learn mathematical concepts as they play. When constructing they think carefully about how to join shapes and when drawing around their hands compare and contrast sizes. Snack time is also used as a counting opportunity and children are developing good skills as counting becomes part of the routine.

Children act out a variety of roles, playing together, when using small world toys and role play toys. They enjoy music and movement. They explore the sounds that toys make and dance along to what they hear. Children create individual works of art which they are proud to share with their families. The day of the inspection is very foggy and children are keen to talk to staff about their journeys to playgroup. When playing a board game they then discuss the different seasons. Regular visitors, such as police officers, help children to learn about their local community. A range of programmable toys are used very well by children to develop their technological skills. Children make choices about whether or not to play outside but there are opportunities for them to develop their motor skills both inside and outdoors. Each morning children sign in, practising their pre-writing and writing skills with their parents and carers and they are making good progress in this area.

Children are particularly supported in their personal, social and emotional development, resulting in them making very good progress in this area. They enjoy participating in games and are excellent at taking turns and sharing toys and resources.

Each child has a portfolio containing many photographs showing them engaged in activities that promote their learning across all developmental areas. Parents and carers comment that they appreciate seeing the evidence of their children's engagement at playgroup. Key persons make written observations of children and use these to assess their stages of development and to plan for further learning. Activity plans can be clearly linked to the observations and sharing of knowledge between key persons helps to ensure that all children are supported to make good progress. Staff know the children that they are caring for very well. As a result they provide activities that children enjoy and encourage them to make positive steps through all areas of learning.

There are generally successful partnerships with parents. Parents and carers may look at their children's developmental records whenever they wish but are also given them every term. They are encouraged to add to their children's learning journey by adding their own input to the records. Some parents and carers do this and the key persons use this information to help them support children to learn. However, not all parents and carers are contributing in this manner to further enhance children's learning. The playgroup staff are continuously thinks of ways in which to build on parental input to children's learning.

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

Parents and carers form strong bonds with their children's key person, working very closely together to promote children's well-being successfully. Children enjoy positive interaction with their key person and other staff. Staff deploy themselves very well around the setting, knowing where they are needed, offering help, support and encouragement without interfering with children's play. Children also seek out adults to play with, feeling secure and happy in their company. Adults lead by example, showing children respect which results in children respecting each other. Children are kind and courteous to each other, understanding that they are unique individuals. They are helped to think about their own safety, being given clear explanations as to why they should behave in particular ways in order to stay safe. They are also trusted to help with tasks, such as moving child-sized chairs, and are given guidance of how to do so in a safe manner.

Children are very independent, taking themselves to the bathroom, washing their hands before snack and after messy play without reminding. They discuss why they wash their hands and adults help them to understand the importance of good hygiene. Children make choices about when they have a snack, helping them to think about their own needs. During snack they discuss their favourite foods and those they dislike and they eat nutritious foods which help them learn to make healthy choices.

When children arrive they make independent choices about what they wish to play with from activities that are arranged attractively around the room. If they wish to play with something different they may look at a book which has photographs of all available toys

and resources, helping them to make choices. Children take it in turns to choose one activity each day and this is monitored by staff to ensure that all children are given the opportunity to do this. Children take pride in what they and their friends do, celebrating each other's achievements. When they have finished painting they remove pictures from the easel and place them on a table ready to take home, being keen to share with their families. Children are independent learners who are prepared well for the next steps in their learning. Teachers from the local school visit and the playgroup has invited local schools to share photographs that will help children to become acquainted with their new settings before starting. Children show high levels of involvement in their play.

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

Staff effectively monitor children's involvement in activities in order to plan for their learning and development and to check the effectiveness of the educational programme. This helps to ensure that they offer a broad curriculum for all children. Consequently children enjoy and experience a wide range of learning opportunities. At daily meetings staff plan together, supporting each other to consistently deliver a curriculum for all children and helping staff who may lack confidence in delivering the revised framework. All staff are aware of how children learn and know children very well. This enables them to effectively support children's development.

Staff have a good understanding of the safeguarding and welfare requirements. Children play in a safe and secure environment as staff take effective action to minimise potential risks. All staff are aware of their role in safeguarding children and have a good knowledge of the procedures should they have any concerns about a child in their care. Robust recruitment and vetting procedures help to ensure that staff are suitable to work with children. Policies and procedures are reviewed and updated regularly to help ensure that they reflect current guidelines and practice. They are always available to parents and carers so that they are kept informed too. Staff performance is monitored effectively and professional development needs are regularly identified. Staff participate in training, cascading what they have learnt to each other, and identify further training that they feel will help them to improve their setting.

All members of staff are involved in evaluating their practice and setting achievable targets for improvement. They value the views and opinions of parents and carers who receive questionnaires but who also feel able to discuss with the group any concerns that they may have, knowing that they will be listened to and have their ideas valued. The development focuses on improving outcomes for children. For example, to encourage more use of the book area the playgroup purchased comfortable child-size chairs and the children are now making good use of them. Recommendations for improvement made at the last inspection have been acted on, also improving outcomes. Any ideas for improvement are monitored to ensure that they actually do improve outcomes.

Parents, carers and extended families, such as grandparents, are welcomed warmly to the playgroup at the beginning and end of each session. There is lots of helpful information

available and parents and carers enjoy positive interaction with key persons and each other at these times. Parents and carers are also invited in for events such as visits from the local children's centre. Parents and carers are very happy with their choice of childcare. They say that they and their children are emotionally supported and that key persons are skilled at meeting their children's individual needs, resulting in children making good progress. When children attend other settings delivering the Early Years Foundation Stage, such as childminders, staff share key information to support their care and learning.

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 | 127338 |
| Local authority | Kent |
| Inspection number | 813708 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 19 |
| Name of provider | Janice Birchmore and Joyce Harland |
| Date of previous inspection | 29/06/2010 |
| Telephone number | 01795 667 075 |

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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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