

# Dogsthorpe Community Playgroup

Poplar Avenue, Peterborough, Cambridgeshire, PE1 4QF

<b>Inspection date</b>	19/10/2012
Previous inspection date	30/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	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		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The setting's practice enables all children to do well, make good progress relative to their starting points and prepares them superbly for school or the next stage of their learning. Children benefit from practice that is outstanding.
- Practitioners constantly strive to improve their knowledge and understanding in support of promoting children's learning and development.
- The pre-school manager is inspirational and has built a strong, cohesive and effective team.

## 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 pre-school room, outdoor area and dining room, including a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of three parents/carers spoken to on the day as well as information included in the settings own parent questionnaires.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

Dogsthorpe Community Pre-school was registered in 1972. It is managed by a voluntary managed committee and operates in Dogsthorpe, Peterborough. The hall is used by many other local groups and support services. Children have access to an enclosed outdoor play

area. The group opens five days a week during school term times. Sessions are from 9am to 12 noon all week, and Wednesday, Thursday and Friday from 9am until 3pm. Access into and out of the pre-school is via a ramp at ground level and there are disabled toilet facilities. Children come from the local area and a few from surrounding areas.

There are currently 48 children on roll aged from two to under five years, some in part-time places. The pre-school currently supports a small number of children with special educational needs and/or disabilities and some who speak English as an additional language. There are a total of six staff, including the manager and two deputies. Of the six staff employed, the manager is qualified to degree level, three staff are qualified at level 3 or above and two are qualified at level 2. The setting provides funded early education for three- and four-year-olds. They receive 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:**

- provide more opportunities for children who speak English as an additional language to develop and use their home language in play and learning, supporting their language development at home.

### **Inspection judgements**

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

Practitioners at this outstanding setting inspire children in their learning and development, enabling them to make good progress in relation to their starting points and abilities. The high quality of teaching means that children experience a wide and stimulating range of activities in a variety of exciting ways across the seven areas of learning. Practitioners have a secure understanding of how children learn and develop and skilfully plan coverage of the prime and specific areas in line with meeting children's individual needs. For example, initial consideration is given to settling children and helping them explore their feelings. This enables children who find the new experience of being away from their parents to understand and apply the rules of the setting which they all help to devise.

Practitioners begin to know children well through the initial information they collect about their care needs and learning. This is swiftly built upon by their key person through frequent comprehensive and accurate assessment of their development and emerging personalities. This information is used to plan activities that challenge and engage

children. They demonstrate skill in their interaction with children, listen to and observe them carefully, and use questioning which invites children to extend and develop their ideas, critical thinking and vocabulary. Children with special educational needs and/or disabilities are offered exceptional care and attention which enables them to make excellent progress given their starting points. Those who speak English as an additional language are supported well, although, this is not as firmly embedded into practice as other aspects of learning. For example, how their home language can be used during their play and ensuring that the environment reflects all children's home language.

Children's language develops very well as practitioners interact to support, inform and guide them, using the vocabulary that extends their knowledge and understanding. This means that children are working within their expected range of development. Careful analysis of their progress enables practitioners to ensure that achievement gaps are closing and sustain improvements over time. This approach ensures children acquire the skills they need for the next steps in their learning, and in readiness for school. The key person system is effective and parents develop trusting relationships which benefit their children's security and learning at the setting. Parents are encouraged by their child's key person to share information about their child's learning at home and to contribute to their children's learning journey. Their involvement is further encouraged through parent evenings, presentation evenings, various assemblies and daily supportive conversations.

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

The skilful deployment of practitioners who are sensitive to children's happiness and well-being enables children to feel emotionally secure and to develop close attachments to all working at the setting, not just their key person. This deliberate strategy employed by the setting ensures that children are not upset should their key person be away. Children demonstrate how safe they feel as they develop growing independence and explore their stimulating environment with curiosity. They demonstrate impressive levels of confidence and self-control in social situations and the odd occurrence of unwanted behaviour is managed gently, sensitively and ensures both children's self-esteem remains intact. Children develop an excellent understanding of managing risk through every day activities, such as using the trim-trail and jumping off increasingly higher stacked crates. They do so with support until confident progressing to independently completing these activities as their ability increases. The ethos of the setting and the highly professional attitude of practitioners ensure that children's safety is given the highest priority. A comprehensive understanding of safeguarding protects children's care and well-being and exceptional steps are taken to offer understanding support and advice to children and their families.

Children learn to be healthy through extensive coverage of subjects which enable them to understand how to lead a healthy lifestyle and eat well. The active play they enjoy while at the setting further develops their understanding of the contribution of a healthy lifestyle. Practitioners capably supplement children's understanding through spontaneous conversations, such as talking to children about the pineapple and apples they enjoy for snack and helping them understand the health benefits of the contents of their

lunchboxes. Parents are also encouraged to help their children be healthy through the provision of healthy foods for lunchtimes and by helping to collect pictures of healthy foods ready for the Healthy Food topic children are to cover. Children at this inspiring setting enjoy planting, nurturing, harvesting, tasting and eating the tomatoes, herbs and strawberries they have grown which further extends their knowledge and understanding.

Children flourish through the provision of wonderfully inventive activities and a highly stimulating environment, offering them equally impressive learning opportunities in the indoor and outdoor areas. The outdoor area is a strength of the setting and children spend a great deal of time outside. The hide, trim-trail, sensory garden and growing areas provide them with magical opportunities to use their senses, explore their feelings, develop their physical skills and learn about nature. They enjoy helping to care for Lenny the rabbit and are challenged to extend their abilities through the skilled input of practitioners and a plethora of exciting opportunities. They marvel at their magical tree, with its cascading tinsel, compact discs, and the Christmas baubles the children did not want to lose from their Christmas tree last year. They revel in the opportunity to be active and free, as they ride two seater trikes and exclaim 'Look we are going forwards' and 'Ooh, now we are going backwards'. They marvel as an outside storage shed, when emptied of its exciting contents, becomes a fully fitted out home with flooring, kitchen and play food. Children's welfare is therefore superbly fostered and catered for by practitioners who seek to offer them the highest quality care during their time at the setting. They are exceptionally well supported to develop their ability to socialise and make friends, behave well and show respect and concern for others, which the pre-school manager and her team feel are crucial qualities for children to learn for their future well-being.

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

The leadership at this setting is exemplary. The manager's indepth, extensive knowledge of the individual children in her care, her concern for her staff team and their well-being, and her understanding of how children learn and develop enables all at the setting to achieve exceptionally high standards. The constant drive for improvement and self-reflective practice in pursuit of excellence in every aspect of the setting's operation is relentless. There is an excellent overview of the requirements for children's safety and welfare provided through the close and highly effective partnership working arrangements that exist between the manager and committee. These arrangements facilitate systems which practitioners implement with care, consideration and sensitivity.

The professional development of practitioners is given highest consideration by the manager. This is achieved through regular supervision and intelligent, focussed evaluation of staff practice. 360 degree appraisals are also carried out to ensure that the manager is also included in this process. The manager states that the team are dedicated, driven to provide an excellent service and strive to continually improve their already extensive knowledge and high quality practice. Highly effective partnership working between the setting, parents, external professionals and other providers supports children to make the best possible progress through early interventions which enhance their ability to learn.

Children's transitions are sensitively managed as the setting exchange information, arrange visits and ensure children are well prepared. Parents spoken to offer highly positive commentary on the setting, saying 'I can't say enough good things about them, they really are fantastic here'. As a result of the overall ethos of the setting, the dedication of the manager, the team and committee, children's needs are exceptionally well met.

### 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>	256758
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	818530
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Dogsthorpe Community Association
<b>Date of previous inspection</b>	30/03/2011
<b>Telephone number</b>	01733 569922

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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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