

Mordiford Dragons Playgroup

Mordiford School, Mordiford, Hereford, Herefordshire, HR1 4LW

Inspection date

31/10/2012

Previous inspection date

30/06/2010

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

- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Every practitioner has a good awareness of how young children learn and make the most of opportunities to promote children's learning through play, discussions and group activities.
- Children are happy safe and well cared for as the key person system works effectively in practice to ensure that their individual needs are very well met.
- Children's behaviour is very good. They are given responsibilities in line with their age and stage of development which raises their self-esteem very well.
- Staff provide a good balance of adult-led and child initiated play that effectively promotes children's all round learning and development.

It is not yet outstanding because

- The setting has not fully developed procedures to effectively encourage all parents to share information about their children's learning and development at home.
- Children are not given enough opportunities to sit quietly and to reflect on their own progress and learning.

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 observed activities throughout the day both indoors and outdoors, including joint observations with the manager.
- The inspector held discussions with key persons and manager throughout the day.
- The inspector looked at children's assessment records, planning documentation, learning journals, evidence of suitability of practitioners working within the setting, the settings action plan and a range of other documentation.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

Tina Smith

Full Report

Information about the setting

Mordiford Dragons Playgroup was registered in 1992. It is situated in a purpose-built premises in the grounds of Mordiford School. The setting serves the local area and is accessible to all children. It has an enclosed area for outdoor play and learning.

The setting is registered on the early years register and employs five members of staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Tuesday

to Friday, term time only. Sessions are from 8.45am to 2.45pm. Children attend for a variety of sessions. The nursery provides funded early education for three and four-year-old children. There are currently 21 children attending who are within this age group. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- provide further opportunities for all parents to contribute towards their children's learning and development at home
- consider ways and resources which will allow children the opportunity to be in a quiet environment where they can review and reflect on their past learning.

Inspection judgements

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

The staff have a good understanding of the Early Years Foundation Stage framework and how to promote the learning and development of the children. Teaching techniques are strong across the setting and children are provided with a wide range of stimulating activities which cover all areas of learning. Children are progressing well because staff have a sound knowledge of the children's starting point, they plan and extend play and activities according to their individual interests and needs. Each child has a daily diary and a learning journal parents are asked to contribute to this and to share what and how their children learn at home. However the setting has not fully developed procedures to effectively encourage all parents to share this information.

The setting plans one-to-one activities for children who are new to the setting or for children who are not at their expected levels of development. This time is used to listen to the children, engage them in purposeful conversation and make links between the settings activities and home. It develops the children's communicational skills as well as promoting their self-confidence and self-esteem. It also encourages the children to form a strong attachment with their key-person promoting their well-being and independence.

Children's early writing skills are developing well and evidence of this is displayed around the room. During outdoor play children concentrate and take time to draw around the

hoopla hoops and other toys. They skilfully use big chalks to make letters and drawings. Children are confident in using numbers in their play and are encouraged to count. For example during registration, they count the children then 'the ladies' agreeing that there are four ladies. The children are asked the day and date. A child excitedly replies, 'it's pumpkin day'. Staff allow the children to discuss pumpkins and Halloween but skilfully return to their learning using the visual display of weather, days and dates. A child correctly telling staff that the month is October.

Children's physical development is encouraged both indoors and out. Children take part in mini PE sessions in the classroom, stretching, clapping, shaking and stamping. Staff support the activity with energy and enthusiasm, challenging the children's thinking by changing the routine and direction. Children enjoy daily outdoor play and are able to explore different sections of the settings own garden as well as the school playground. The garden area is well resourced consisting of a planting area, a playhouse, a digging area, sand and water play. The playground is used for a number of activities including ball games, hoopla hoop and ride on toys. Children learn about the world around them as they regularly go on walks as well as visiting the village amenities. The setting takes the children to places of interest and parents are always invited, for example at Christmas they are visiting Santa Claus at nearby caves.

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 staff ensure that all children form secure emotional attachments. Staff are kind and attentive providing warmth and affection to the children. Consequently children are very happy to engage in play and develop skills for future learning. All children show a strong sense of belonging within the setting. They display high levels of confidence and self-esteem, learn to negotiate and cooperate with their peers and display a very good awareness of responsibility. For example, children take pleasure in helping staff clear and lay the tables ready for lunch, they without prompt take the clean table cloths and lay them neatly on the table. The classroom is welcoming and well resourced, however the environment is very busy and children are not always given the opportunity for quiet reflection.

Children learn about their own safety and well-being, during outdoor play children are reminded not to run holding objects which might hurt them. They develop very good self-care skills, opening their own lunch box, choosing to eat their sandwich before the crisps. They peel their own fruit and attempt to open their own packets, a child offers to help another child who is struggling to open theirs. Children are developing good understanding of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent. Healthy exercise is promoted through alot of running and jumping, both indoors and out.

The setting has strong links with the local primary school and share resources. They regularly visit the reception class and are often invited to take part in social activities. This

partnership allows a smooth transition between pre-school and school.

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

The manager and the team have a good understanding of how to implement the requirements of the Early Years Foundation Stage and set high aspirations for quality. The setting uses effective systems to observe, assess and monitor each child's progress, ensuring that each child is reaching their full potential.

There are comprehensive systems in place to ensure all staff who are employed are suitable to work with children and this ensures all staff who are employed are checked with regards to experience, qualifications and suitability. Staff have a strong and secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child. The setting's risk assessment records show that hazards within the provision are clearly identified and reduced. Clear policies and procedures are known and understood by all staff and embedded into practice.

The manager monitors the staff's performance well and there are clear procedures in place to tackle under-performance. Effective self-evaluation helps to promote continuous improvement, staff are keen and willing to participate. An action plan was made after the last inspection and recommendations raised have been addressed. Professional development is encouraged and staff access training as and when it is made available. They are attending sessions run by the local authority called 'journey to outstanding', staff advised that they have found some of the content very useful in improving their practice.

The setting has strong relationships with parents and share information about their children's routines and the activities they participate in. They do this by using daily diaries and the children's learning journal, parents are asked to contribute to this and to share what and how their children learn at home. However the manager has not fully developed procedures to effectively encourage all parents to share this information. Feedback from parents and children are welcomed in order to tailor the service provided to those currently attending. The setting regularly updates their photo book, children and parents are able to view this and to re-visit their learning. Parent's comments during the inspection show they are happy with the provision. For example 'staff are very professional and friendly, it took no time for my child to settle'

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	223567
Local authority	Herefordshire
Inspection number	876391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	21

Name of provider	Mordiford Dragons Playgroup
Date of previous inspection	30/06/2010
Telephone number	0792 9063227

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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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Piccadilly Gate
Store St
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M1 2WD

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