

Little Angels Playgroup

Community Centre, 1-2 Barnes Close, KETTERING, Northamptonshire, NN15 6JB

Inspection date

12/11/2012

Previous inspection date

06/12/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Educational programmes are ineffectively planned and staff do not fulfill their responsibilities in meeting the learning and developmental requirements of the Early Years Foundation Stage.
- Planning is not effective in matching activities to children's needs because it is not based upon knowledgeable and detailed observations and assessments. There are particular weaknesses within the prime area of communication for language.
- Practitioners lack an understanding of the characteristics of effective learning which affects the quality of their planning and teaching practices.
- The self-evaluation and monitoring of the educational programme is poor and does not address weaknesses.

It has the following strengths

- The environment is welcoming and safely organised for the children who choose activities freely and easily.
- Staff carry out home visits and communicate regularly with parents in order to get to know children and build up relationships with parents in order to value and support the children in the setting.

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 inspectors observed activities in the main play area and outdoor play areas.
- The inspectors had meetings with the manager of the pre-school who is also the Special Educational Needs Co-ordinator.
The inspectors looked at children's assessments records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspectors took into account the views of parents spoken to on the day of the inspection.

Inspector

Sarah Measures

Full Report

Information about the setting

Little Angels Playgroup registered from its current premises in 2011, although, the group has been registered with Ofsted since 2006. It operates from the community centre in Barnes Close, Kettering, Northamptonshire. The playgroup has the use of an open-plan play room, kitchen, toilets and an outdoor play area.

The playgroup is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. There are currently 22 children on roll from two years to under five years. The playgroup is open Monday to Thursday 8.45am until 11.45am and on Friday from 12.30pm to 3.30pm for 40 weeks of the year. Four members of staff work regularly with the children, all of whom hold relevant qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve educational programmes by planning a challenging and enjoyable experience for each child in all of the areas of learning and development.
- improve the quality of teaching by making sure that staff reflect on the different ways that children learn when planning and guiding children's activities.
- improve assessments by making sure staff observe children to understand their level of achievement in relation to the early learning goals and learning styles and use this information to shape the learning experience for each child.

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

- make sure that the effectiveness of the monitoring and revision of the educational programmes means they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of the children.

Inspection judgements

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

Educational programmes do not adequately cover the seven areas of learning and do not provide activities with sufficient depth or breadth to challenge children. Although planning is structured around all the areas to give children choice and balance in their learning, staff's understanding of how children learn and how to plan for children's individual development within each area of learning is inadequate. This is because they lack an adequate knowledge of the learning and development requirements of the Early Years Foundation Stage and of the characteristics of effective learning. Key activities are not organised with sufficient resources and planning to engage children in interesting and purposeful play. For example, an activity involving a farm was included in the planning. However, this activity simply consisted of an ad hoc range of zoo animals, farm and woodland animals and a building. Staff therefore struggled to engage children in any

meaningful discussions or learning as they attempted to support them in their play. Discussions simply took place about favourite animals with significant missed opportunities to develop children's language for communication, imagination and understanding of the world.

There are particular gaps in planning and staff interactions within the prime area of communication for language. As a result, children's progress is inadequate and is reflected within the learning profiles. Staff support children to choose their activities but do not encourage children's natural curiosity and language for communication and thinking through purposeful questioning. For example, staff do not make the most of opportunities to share ideas and to predict and problem solve as children play. Children use different tools and resources as they explore with sand, water and play dough but are not encouraged to reflect upon what they are doing or to use new vocabulary or to look at shape, space and to measure.

Staff carry out ongoing observations on the children. However, their observations are mainly descriptive and not linked to an effective system of assessment of children's progress within the development bands. These assessments therefore, do not effectively identify the next steps in children's learning and show gaps in language for communication which are not appropriately assessed and addressed by staff.

Whilst staff praise and encourage the children, generally their interactions and discussions are not based upon good quality teaching which impacts upon all areas of learning because of missed opportunities to encourage children's learning. Children have opportunities to paint, draw and make marks as they use a variety of tools and resources. They enjoy group stories and some children join in and predict what will happen next. However, children's progress towards the early learning goals and their preparation for school is not effectively planned for because activities are not matched to children's needs and often lack challenge. This is further demonstrated during periods of outdoor play. Children take part in outdoor play during each session and there is some opportunity for key children to be involved in planned learning. However, most children play outside with no planning and simply use a range of sit and rides, trikes and scooters with no learning intended other than to encourage their physical development.

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

Children arrive happily. They separate from parents easily and are keen to participate. Staff have friendly relationships with parents who speak highly of the support that staff offer them and their children. Parents say that children are always keen to attend the group. Ongoing communications with parents support continuity of children's care. A key person system is used to support the sharing of information regarding children's progress between staff and home and to involve parents in their children's learning. This helps staff to value children within the setting to get to know them better and support them.

The younger children in the group are well integrated and involved. Staff praise children in order to develop their self-esteem. Staff address difficulties with children's behaviour as they arrive and are consistent with the methods used to promote good behaviour. As a

result, children are learning patterns of good behaviour.

Children move around the playroom freely and safely as they choose activities. They play in a safe and secure setting. Staff are deployed to supervise the children as they play indoors and out of doors. Staff carefully supervise the arrival and departure of the children in order to keep them safe during this busy period when the main door is open. Children develop independence and self-care skills as they are encouraged to pour their own drinks and choose their snack. Snacks provide suitable healthy choices and take into account children's dietary needs. Outdoor play opportunities encourage children take part in physical exercise and to develop healthy routines.

An inclusive provision is promoted because staff work with parents to understand family backgrounds. Home visits have been introduced to further support the sharing of information as children start at the setting and to develop professional and friendly relationships from the onset to support the children. Staff are also preparing to share information with other settings as new children start who attend other provisions. This is to enable all those involved in children's care and learning to plan and work together to meet their individual needs. Staff have completed the 'two year check' progress check required to inform the progress of the younger children within the prime areas of learning and development.

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

The manager has a sound awareness of the welfare requirements. She has made significant improvements within care practices since the last inspection by working with other groups to address actions made. Although she has taken steps to improve the programmes of learning for children, these are inadequately planned for and monitored. The self-evaluation system addresses aspects of children's care and well-being but does not ensure that children are challenged by a programme of activities and experiences that help them to progress towards the early learning goals. The manager understands her role and her accountability. However, she does not identify key weaknesses in the quality of teaching and influence improved practice. The monitoring of the educational programme and children's preparation for school therefore is insufficient.

Staff attend relevant training. They are keen to improve and show an ability to improve. The manager approaches professionals for other settings to gain ideas for improvement. Suitable arrangements for safeguarding children are in place and staff know how to respond to any concerns they may have about a child within the setting. Suitable checks and induction procedures makes sure staff are vetted and prepared to work with the children. A staff appraisal system has just started. Staff are clear about their roles and are supervised by the manager in order to support the children. Systems for keeping records meet with the safeguarding and welfare requirements and are used appropriately to promote children's health and safety. Appropriate risk assessments are carried out to make sure children play in a safe and secure setting. A range of relevant health and safety policies and procedures support the safe running of the provision and support the welfare of the children.

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	EY430441
Local authority	Northamptonshire
Inspection number	769813
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	22 - 0
Total number of places	18
Number of children on roll	22
Name of provider	Joanna Aldridge
Date of previous inspection	06/12/2011
Telephone number	07742437719

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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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