

Little Tykes Playgroup

Thurnby Lodge Childrens Centre, Dudley Avenue, Leicester, LE5 2EG

Inspection date	08/11/2012
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The environment is stimulating with a wide range of toys and resources which support children's all-round development and children develop good independence skills as they move around these and make their own selections.
- Practitioners foster warm relationships with children which means they settle well and feel safe and secure.
- There are effective partnerships in place with other professionals which make a sound contribution to meeting children's individual needs.

It is not yet good because

- Not all staff demonstrate a secure awareness and understanding of the content of the safeguarding children policy and do not implement it effectively.
- Information about children's individual needs, interests and stage of development are not consistently used to plan appropriate and challenging next steps for individual children.
- The system for self-evaluation does not clearly identify priorities for development and is, therefore, not fully effective in supporting ongoing improvement across the provision and, consequently, children's optimum progress.

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 main playroom and the outdoor area.
- The inspector held discussions with the manager of the provision, the nominated person and practitioners.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's most recent self-evaluation form and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Janice Walker

Full Report

Information about the setting

Little Tykes Playgroup was registered in May 2006. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated next to Thurnby Lodge Primary School in Leicester City. It operates from two rooms in a purpose-built building that is part of the Thurnby Lodge Children's Centre. All children in

the playgroup share access to an enclosed outdoor play area. Both the children's centre and playgroup are managed by Leicester City Council.

The playgroup serves the local community and is open Monday to Thursday from 8.45am to 11.45am. There is one additional afternoon session each Tuesday from 12.30pm to 3.30pm. The setting is open during school term times only. Children attend for all five sessions. There are currently 14 children attending, all of whom are in the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The playgroup employs four permanent members of childcare staff, all of whom hold appropriate early years qualifications, one at level 4 and the others at level 3.

What the setting needs to do to improve further

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

- ensure that all staff, with particular regard to senior managers, have a clear understanding of the safeguarding policies and procedures so that these are consistently followed in a timely manner
- develop the educational programmes so that they take into account the needs, interests and stage of development of each individual child.

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

- improve the systems for self-evaluation by clearly identifying priorities and setting challenging targets for improvement and by taking into account the views of staff, children and their parents.

Inspection judgements

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

Children are, generally, achieving within the expected levels of development for their age. This is because staff have a sound knowledge of how children learn. Children freely explore, some more confidently than others, because staff show interest as they play with them. Staff support them to choose their activities and encourage them to become involved and concentrate on what they do. Children's efforts and ideas are valued, particularly during craft activities, and they feel safe to express themselves and freely create. Children access a richly resourced environment with toys and activities that cover

all areas of their learning and development. Adult-led, large group activities are well delivered by warm staff and their animated leadership of these sessions engages children. For example, children join in the daily welcome song, they sing with gusto and then watch with interest, calling out their thoughts and ideas as staff discuss and display the routine of the day in pictorial form. Children's language skills are encouraged during these sessions when all are encouraged to participate.

Children whose home language is not English are supported well to reach a good standard of English. This is because there are effective relationships with the on-site children's centre who offer advice and guidance to assist this. Opportunities for these children to develop and use their home language in their play and learning are variable depending on their first language. Children learn about mathematics from everyday routines, such as counting and comparing weight and capacity whilst playing in the sandpit. They begin to learn about technology as they experiment with making marks on the computer screen using simple paint programmes.

Staff are making observations of what children can do and key persons are beginning to establish their key children's stages of development. However, the links between assessments and planning are insecure and this information is not being used consistently to shape learning experiences for individual children. This means that, at times, some children are not provided with an appropriate level of support or challenge to ensure their progress. The manager describes appropriate procedures to implement the progress check at age two.

Staff establish friendly relationships with parents offering good levels of practical advice and support. However, they do not routinely gather detailed information in order to establish clear starting points for children's learning which impacts on the level of challenges offered. Parents receive periodic reports with some useful information about how they can support their children's learning at home. However, for most parents, the delay in establishing starting points for their child means that this information is not given until children have been attending for some time.

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

Children enter the playgroup happily; they greet staff with enthusiasm and quickly settle to play. The key person system works effectively in helping them to form secure bonds with a named adult which helps the settling-in process. They demonstrate that they feel safe and secure as they confidently express their needs and wishes, such as when they need the toilet and when they do not want to participate in group activities but choose to watch. Activities and daily routines are well used to help children to learn about healthy lifestyles. Snack times are relaxed social events; food includes a selection of fresh fruits and staff encourage discussion about the importance of healthy eating to help raise children's awareness of its importance. Children enjoy daily times in the adjoining outdoor area for fresh air and here their physical development is supported well. They enjoy running around the spacious environment, balancing as they move over stepping stones, kicking balls and manoeuvring wheeled toys. The large sandpit is a particular favourite and children practise coordination skills as they fill and empty a variety of containers. Indoors,

children explore different ways of moving their bodies as they move and dance to music.

The playgroup is, generally, well organised. The environment, both indoors and outdoors, is well resourced with a wide range of toys and activities which are easily accessible and which support children's all-round development. Children sit and begin to interact with each other in the cosy spaces created. Staff deploy themselves effectively to ensure children are supervised well and receive good levels of attention. They create a calm and welcoming atmosphere and children move around confidently and have frequent interactions with staff which supports their sense of belonging. There are clear rules in place with regards to acceptable behaviour and staff apply these sensitively and consistently so children learn what is acceptable and what is not. Children respond well to praise and staff intervene appropriately to support them with simple rules, such as sharing toys. Large group activities are well organised to include turn taking and listening to each other. Consequently, children behave well and are cooperative. The environment visually reflects the local multicultural area which helps to raise children's awareness of differences. Their understanding of diversity is supported through planned activities linked to festivals, such as food tasting, craft and role play.

Daily routines are well used to support children's growing independence. Staff encourage them to attempt tasks for themselves, such as those related to personal hygiene and when putting on and removing their outdoor shoes and clothing. Children move freely around their play areas and make their own selections regarding their play. Planned routines, such as 'choosing time' mean that they feel that their choices are valued which helps build their self-esteem. As a result, children become confident and prepared for the next stage in their learning. They are supported in their transition to school as staff take them on regular visits for taster sessions as transition time approaches.

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

Staff plan and provide an environment which helps all children make progress towards the early learning goals. However, they are not yet fully secure in their understanding of the learning and development requirements, particularly with regard to planning for individual children's progress. There are effective links with the wider children's centre team which ensure that children receive additional support if a need is identified.

Staff understand their responsibility to ensure that the provision meets the safeguarding and welfare requirements. Clear procedures relating to safeguarding are in place. Staff working directly with the children and those immediately responsible for the management of the provision are clear about their responsibilities and act appropriately to ensure children are safeguarded. However, senior managers do not consistently ensure that procedures in place are followed appropriately and in a timely manner.

There are satisfactory systems in place to monitor staff's performance, including a formal appraisal system. Staff attend regular training in child protection, first aid and food hygiene and those with additional responsibilities, for example, behaviour management, attend relevant related courses so they keep abreast of issues. Advice and support in

relation to children's learning and development is provided through the children's centre early years teacher. Staff working with the children sometimes take the opportunity to reflect upon their practice at the weekly planning meetings. However, the system of self-evaluation lacks rigour and plans to improve the provision and practice, in order to help raise children's achievements, are unclear and do not include input from children or parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the written statement of procedures to be followed for the protection of children is followed by all staff (Arrangements for safeguarding children) (both parts of the Childcare Register)
- take action as specified above (Arrangements for safeguarding children).

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

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	EY335475
Local authority	Leicester City
Inspection number	886350
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	14
Name of provider	Leicester City Council
Date of previous inspection	21/01/2010
Telephone number	0116 2924590

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

