

# Raunds Playgroup

The Mobile, Manor School, Mountbatten Way, Raunds, Wellingborough, Northamptonshire, NN9 6PA

<b>Inspection date</b>	08/01/2013
Previous inspection date	08/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy, motivated and eager to learn. They confidently explore the stimulating learning environment, which successfully promotes independent learning.
- Practitioners use effective questioning to help develop children's communication skills and vocabulary. Children are offered choices in their play and learning which helps them make their own decisions.
- Outdoor play is supported effectively by knowledgeable, competent practitioners who respond to children and encourage them to explore and investigate as they make spontaneous choices in their play.
- Particular attention is paid to children's emotional well-being as they begin attending the pre-school through individualised settling-in procedures and close partnership working with parents. This helps them feel safe, settled and secure.
- Highly positive relationships with parents are developed through effective, frequent communication. Information is regularly shared to benefit each child's care, learning and development.

### It is not yet outstanding because

- Planning to meet the needs of the most able children does not always deliver sufficient challenge to help them make progress in their learning.
- Partnership working arrangements do not yet support all children to make smooth transitions when they move up to school.

## 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 two playrooms and outdoor area.
- Observations included a joint observation with the manager of a peg board activity in the one of the playrooms.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- 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 as well as information included in the setting's own parent survey.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

Raunds Playgroup was registered in September 2005 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is situated in new, purpose-built mobile premises in the grounds of the Manor School in Raunds, Northamptonshire. Children attend from the local area and surrounding villages. The pre-school has sole use of the premises and is accessible to all children. Children have access to an enclosed outdoor play area. The pre-school employs six members of staff who work with the children, of whom five have an appropriate qualification at level 3. One member of staff has a level 2 qualification and the leader of the pre-school has completed a foundation degree in early years.

The pre-school opens Monday to Friday from 9am until 3pm, during term time only. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The pre-school provides funded early education places for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The setting receives support from the local authority advisory teacher and works closely with the local primary school and children's centre.

### What the setting needs to do to improve further

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

- provide more challenge for more able children to ensure their learning is extended in line with their individual needs, interests and stage of development
- develop further the arrangements for sharing information and partnership working with other providers that children move onto, in order to fully support all children as they move up to school.

### Inspection judgements

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

Children at this stimulating setting make effective progress towards each of the early learning goals. Careful attention is given to children's learning and development, which is continuously tracked by practitioners who have a detailed knowledge of children's capabilities. Parents complete an 'All about me' booklet as children start attending which details children's care needs and learning to date. These, and initial observations carried out within the setting, inform children's starting points. Plans for children's future learning are based on practitioner's observations of their play and how children's interests develop. Observations carried out are evaluated daily to ensure that resources fully support children's continuing progress and engage them in their play and learning. Practitioners are very aware of the spread of ages in children attending and activities are differentiated to accommodate their differing needs. However, more able children are not always provided with sufficient challenge which does not support them to continue to develop as effectively in their learning. Assessments for two-year-olds are effectively completed and shared with parents to ensure they are suitably informed.

Children are well prepared for the next stage in their learning and most are effectively supported by staff as they prepare for transitions into other settings and on to school. However, links with schools for a few children are less well-established, although the setting is keen to rectify this to provide them with the same level of support as they move up to school. The enthusiastic staff team consult fully with children and provide a good range of activities to complement children's time in the setting. Secure planning and monitoring across all areas of learning ensures all aspects are sufficiently included. Parents are kept very well-informed about their children's progress through books which go between the setting and child's home detailing their progress and next steps for both to work on with the child. This is only one of a number of initiatives introduced by the manager to enable the setting to work more effectively with children's parents in support of them making the best progress possible in their formative early years.

Practitioners competently nurture children's early learning and children are active, curious learners. They enthusiastically explore the stimulating and accessible learning environment and continuous provision effectively promotes their independence and ability to make choices in their play. Motivated and knowledgeable practitioners effectively support and extend children's understanding. For example, a practitioner encourages children to recall past events, and discusses topics covering all areas of learning, as they decorate their hot air balloon calendars. Children's understanding of the world is effectively promoted. Younger children are gently and sensitively supported as they play a spotty dog matching game and learn about the noises different animals make. Pre-school children confidently express themselves, as they tell practitioners they would like a glue stick instead of a brush, or a big brush that is green. Practitioners routinely offer children choices in their play and children display confidence and self-assurance in their responses. For example, two children ask to sing a favourite song as they sit in a rocker outside; the practitioner asks them which animals they want to include in their song and they tell her a 'polar bear that will shiver' and a 'lion that will roar'. High importance is attached to helping children learn to respect and value difference and develop a positive and caring attitude towards others. Resources which reflect positive images of diversity are evident throughout the setting and children have many valuable opportunities to learn about their own cultures and beliefs and those of others. For example, children paint and make poppies for Remembrance Day and mould diva lamps for Diwali. These interesting activities and

experiences benefit them as they provide an insight into the lifestyles and culture of others.

Children's language development is given high priority. Practitioners have created 'communication friendly' spaces to actively promote children's use of language. They confidently extend children's vocabulary, introducing new words as children play. For example, staff explain that the 'black bits' in their toasted teacakes are currants. They introduce children to new fruits during cookery activities and children learn their names and what they taste like. Younger children and those who speak English as an additional language are encouraged to name familiar items. They are given many opportunities to express themselves through both verbal and visual communication methods.

Communication and language delay is quickly identified and tackled early. Pre-school children are encouraged to learn about letters and sounds which enriches their vocabulary. Children are interested in books and enjoy the exciting group storytelling sessions they are offered each day. Practitioners use numerous props to bring well-known characters alive for them. Children approach practitioners independently, secure in the knowledge that they will read them a chosen favourite story. Practitioners rotate the book provision available to ensure that children are offered a wide selection of reading materials. Children re-tell stories during their play, modelling the behaviour of staff and taking pleasure in dressing-up as well-known characters.

Outdoor play is given high priority within the setting and children often choose to take their learning outside. They engage happily with the good range of activities and experiences provided, to help them acquire the physical skills they need to develop. For example, children ride the trikes and have fun sharing the rocker with a friend. The outdoor area also provides many opportunities for large and small scale mark making, using brushes and water to paint, and making lists in the notepad provided in the outdoor cooking area. Children are offered sensory experiences as they smell the herbs they grow and touch the differently textured leaves. They grow and eat potatoes, peas and tomatoes and show wonder as they study the emerging narcissi and compare them to the bare bulbs they planted in the autumn.

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

Children at this setting flourish because practitioners care that they feel safe and secure and offer them sensitive interaction. The key person system is very successful and fully supports the emotional well-being of all children. Particular attention is paid to children's settling-in routines and the setting work very closely with parents to ensure this meets each families individual needs. The organisation of the setting promotes close working relationships between practitioners and children across the age range attending. This enables younger children to learn from their older peers, and older children demonstrate a sense of care and responsibility for their younger friends. Children of all ages show an extremely strong sense of belonging at the setting. They negotiate the plentiful space well, taking note of the proximity of other children and confidently make choices about how and where to spend their time. Parents are well informed about the role of their child's key person and, through them, engage meaningfully in their children's pre-school experience and learning. The individualised admission process effectively encourages

parents to share details of their child's care and learning to date. Particular care is taken to respond to each child's needs and practitioners work very closely with parents to ensure children's emotional well-being is not compromised. As a result, practitioners know their key children very well.

Children learn the importance of socially acceptable behaviour from an early age because practitioners use positive behaviour strategies. They are also positive role models who encourage a caring and supportive culture within the setting. Consequently, many older children show care and concern for others, display high levels of self-control and fully understand boundaries within the setting. Children are keen to help and will select resources for another child when asked and enjoy the sense of responsibility such tasks create. Children have a good understanding of the importance of a healthy lifestyle. A wide range of healthy and nutritious snacks are provided which encourage children to make healthy choices. Parents are encouraged to provide healthy packed lunches and practitioners ensure they know what their children have eaten as they return packaging in lunch boxes at the end of the day. Fresh drinking water is continually available and pre-school children, in particular, are encouraged to consider and recognise their own needs.

The design of the building does not promote easy access to the outdoor learning environment. However, practitioners constantly remind and ask children if they want to go outside, fully aware of how valuable the opportunities for children to be physically active outside are. Children practise and refine their physical skills, such as running, balancing and climbing. Pre-school children develop good self-care skills and are learning the importance of good hygiene, for example, the disposal of used tissues to help stop germs spreading. Staff consistently give high priority to children's safety and provide clear explanations to raise children's awareness of how to keep themselves safe within the nursery. Children's understanding of how to keep themselves safe is further enhanced by planned activities and experiences, for example, raising children's awareness of road safety using the zebra crossing and traffic signs during outside play.

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

Leadership of the setting is good as the manager and committee chair have high aspirations and a vision for the future of the setting. The dedicated staff team fully engage with and work towards these aims. The manager has worked hard to bring in new ideas and practitioners recognise the improvements these have brought about within the setting. Regular team meetings help ensure management and staff contribute to self-evaluation that is based on their joint, continuous monitoring of the setting. Parental contributions are gained through regular questionnaires, and the good relationship which exists with parents, which encourages them to share their views. The management team have a very good understanding of the revised Early Years Foundation Stage. Monitoring of the educational programmes is thorough and offers children a diverse and thought-provoking range of experiences to help them make good progress. However, there is scope for more challenge to be offered to more able children attending to further enhance and extend their learning and development.

Staff supervision and appraisal is in place and there is a carefully considered plan in place for the continuous professional development of practitioners. This is linked to what is needed within the setting as well as to their individual development needs. Planning and assessment are regularly monitored and the visionary manager seeks to bring in new initiatives to further enhance the setting. Much work has been done to engage parents in their children's learning, and the introduction of the 'petals' and 'clouds' system has been effective. Parents complete 'petals' which they post on a board to let the setting know particular areas they would like them to concentrate on with their child. 'Clouds' posted on a separate board show children's achievements outside of the setting. Practitioners celebrate these new found skills by bringing the 'clouds' to group times and praise children, thereby developing their self-esteem. Home learning information is comprehensive and supports children's ongoing development at home. Partnership working with relevant professionals, for example, speech therapists, ensures that children who require additional input receive timely support and enables them to make good progress.

Safeguarding arrangements for children within the setting are good. All practitioners know and understand the procedures to follow, and management monitor and audit practitioner's knowledge. They ensure there is regular programme of update training to maintain knowledge of current practice within the setting. The pre-school team create a welcoming, safe and stimulating environment that enables children to enjoy their learning and grow in confidence. Every child receives a fulfilling early years experience that effectively supports their future learning.

### 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

<b>Unique reference number</b>	EY312624
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	877984
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	14
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Raunds Playgroup
<b>Date of previous inspection</b>	08/06/2009
<b>Telephone number</b>	01933 461097

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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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