

Little Teapots Playgroup

Village Hall, Queens Street, Measham, SWADLINCOTE, Derbyshire, DE12 7JE

Inspection date

18/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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 thoughtfully planned playroom creates an enabling environment for children to promote their independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Practitioners are effective role models and relationships are strong at all levels. Children behave well, demonstrating respect for each other and play harmoniously together.
- Children are cared for in a nurturing and supportive environment. They are happy and form close bonds and secure attachments with all practitioners at the playgroup. Practitioners praise children's achievements, which effectively promotes their confidence and self-esteem.

It is not yet good because

- There is scope to improve the information gathered with regard to children's starting points to help plan for children's progress in all areas of learning.
- Parents are not sufficiently encouraged to share information about their children's learning and development at home in order that the playgroup can work with parents to ensure that children's learning can be consolidated and extended effectively.
- Information gathered and used to make assessments for supporting children's learning and development is variable.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in free flow play and focused activities.
- The inspector spoke with children, the manager and the other staff members at appropriate times throughout the inspection.
- The inspector spoke to parents of the children who attend the playgroup.

Inspector

Tina Garner

Full Report

Information about the setting

Little Teapots Playgroup CIC was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the village hall in Measham, Derbyshire, and is privately managed. The playgroup serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The playgroup employs five members of child care staff. Of these, three hold appropriate early years qualifications at level three and two hold a National Vocational Qualification at level two. The nursery opens Monday to Friday, term time only. Sessions are Monday to Thursday, from 9am until 3pm, which includes a lunch club, Friday from 9am until 12pm. Children attend for a variety of sessions. There are currently 39 children attending who

are within the early years age group. The playgroup provides funded early education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- gather children's individual starting points, use these along with existing on-going observations and assessment to consistently plan activities pertinent to individual children's next steps in their learning
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home.

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

- monitor the consistent implementation of the assessment processes to support individual children's learning and development.

Inspection judgements

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

The children attending have an enthusiasm for learning and involvement in activities. This is enhanced because practitioners have a sound understanding of how to engage the children and capture their interest. They understand that children learn through their play and they make the most of opportunities that arise during the session to extend upon this. Practitioners implement the Early Years Foundation Stage framework into their practice. They use the 'Development Matters in the Early Years Foundation Stage' to track children's progress. However, children's learning journals are not clear in identifying children's starting points which means the assessment of children's prior skills, knowledge and understanding on entry to the setting is not fully accurate. This along with variable information received from parents regarding children's learning at home affects the practitioners ability to plan suitably challenging activities. As a result, children's next steps are not always relevant or pertinent to individual children to help them progress well enough in their learning and development.

Children are able to make decisions about their play; the creation of learning zones supports this well because they know where to find toys and resources that they want to use. They are able to access them and tidy them away easily. Good levels of support from

practitioners and effective use of questioning while children play, encourages children's developing language skills. Furthermore, regular times to look at books individually and share stories encourages an enjoyment of books. Children confidently use the new digital camera, supporting their ability in using information technology.

Children move and handle objects well in a range of ways, such as, rolling and cutting dough, building towers and manipulating puzzle pieces. Mark-making equipment is available both indoors and outside and children enjoy writing and drawing pictures using a range of materials, including pens, crayons and chalks. Problem solving and counting activities are accessible within the setting and practitioners make use of spontaneous opportunities to promote children's learning through activities. For example, children make 'cakes' out of play dough and together, they count from one to 16 as they cut them into pieces. They also have a repertoire of songs and action rhymes to extend their knowledge further. Practitioners promote inclusion through ensuring all children have access to all toys and resources. Within planning, cultural festivals are acknowledged in various activities which children access. Boys and girls play happily together.

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

Children's feelings of safety and belonging are promoted because the key person system is effective and staff are deployed well which helps children form attachments. The playgroup offers parents settling in visits, where parents and children visit to help children to settle. Each child is supported to separate from their parents and to be confident to access all the activities that are on offer. The children are familiar with the daily routine and demonstrate a suitable understanding of what comes next. For example, they respond quickly to group time prompts, recognising that the noise of the tambourine indicates it is time to sit on the mat. This time is used to look at the days of the week and the weather, to discuss what activities are available and sing together. Practitioners take time throughout the session to spend time with individual children. For example, as they sit with children to complete snowy day puzzles, talking with the children about the weather and their activities in the snow.

Children's behaviour is good. Practitioners act as good role models and use positive reinforcement and gentle reminders, such as not to run indoors. Consequently, children learn what is expected of them. Children use good manners with each other with no prompting and they play respectfully together, taking turns and sharing. Practitioners use praise and encouragement with the children, which helps to promote children's self-esteem.

Practitioners have an appropriate understanding of promoting the safety of children in the setting and concerns are shared and discussed with them. For instance, children engage in termly fire drill practices. Children's understanding of healthy choices is enhanced by discussions regarding healthy foods during lunch times. They manage their own personal needs relative to their age; they wash their hands independently before they have a snack and after messy play activities. This helps develop children's independence skills. The

setting is generally stimulating and welcoming throughout. Both indoors and outside, resources support children's development and promote learning in all areas. They go outdoors every day and are encouraged to adopt free-flow access to the outside play area, so enjoying the fresh air and exercise.

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

Children are safeguarded well. All practitioners have a sound knowledge of child protection procedures and know what to do if they are worried about a child. Safeguarding awareness is further enhanced by a clear and concise safeguarding policy. Suitable recruitment and vetting systems ensure that children are cared for by appropriate adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outside, are subject to regular risk assessments to ensure that children are cared for in a safe environment. A range of policies and procedures underpin the orderly running of the setting. The manager works appropriately with practitioners and parents to monitor the setting and identifies strengths and areas for further improvement. Practitioner performance is appropriately monitored to ensure consistency. Through appraisals, practitioners are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves, children and families.

Partnerships with parents and carers are suitable. An established key person system means that parents know who to approach, if they have concerns about their child's well-being or learning. Parents can feedback to the setting any concerns they have, either verbally, or through more formal methods, such as one-to-one meetings with the key person. There is a range of useful information made accessible to parents, both in the foyer and cloakroom, ensuring that they are well informed. The setting is aware of the importance of liaising with other agencies and suitable relationships have been fostered with the local school. Appropriate interventions are welcomed to support children's needs, for instance, the setting receives support from the local authority.

The management team has an appropriate knowledge and understanding of the educational programmes which is based on a suitable understanding of the areas of learning and how children learn. They have cascaded this information to all practitioners who are currently working towards understanding the revised Statutory Framework for the Early Years Foundation Stage. The monitoring of learning and development assessment procedures are not consistently reviewed to ensure an accurate understanding of children's skills, abilities and most pertinent next steps in learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 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	EY450734
Local authority	Leicestershire

Inspection number	809043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	26
Number of children on roll	39
Name of provider	Little Teapots Playgroup CIC
Date of previous inspection	Not applicable
Telephone number	01530273463

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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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