

# Speckled Frogs Preschool Playgroup and Holiday Club

The Village Hall, Beckingham, DONCASTER, South Yorkshire, DN10 4QN

<b>Inspection date</b>	18/01/2013
Previous inspection date	26/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 thoroughly enjoy their learning and make good progress because staff provide them with a wide range of interesting activities that they are keen to take part in.
- Children are given good opportunities to develop their independence during activities, which means they become confident in doing things for themselves.
- Staff provide children with a bright, welcoming and well-resourced environment. They are able to explore freely and decide what they want to play with, which means they feel comfortable and at home in their surroundings.
- Staff give a high priority to enabling children to play and learn outdoors in all weathers. This means they benefit from lots of fresh air and find out what they can do in different climates, such as a snowy day.

### It is not yet outstanding because

- Staff do not fully encourage parents to regularly share information about what their children learn at home, so that a precise picture of all children's achievements is gained.
- There is room to improve the organisation of some daily routines so that children benefit from a more flexible approach that gives them time to finish what they are doing.

## **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 in the playroom and outdoor play area.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector looked at a selection of children's records of learning, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Diane Turner

## **Full Report**

### **Information about the setting**

Speckled Frogs Preschool Playgroup and Holiday Club was registered in 1993. It is registered on the Early Years Register and is situated in the residential area of Beckingham near Doncaster. It operates from one room within Beckingham village hall and is managed by a voluntary committee made up of parents. The pre-school serves the

local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs three members of childcare staff, two of whom hold an early years qualification at level 3. Opening times are Monday to Friday during term time and some school holidays. Session times are from 8.45am until 11.45am, with a lunch club available until 12.45pm. There are currently 27 children on roll within the early years age range, who attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children and is able to support children who speak English as an additional language and those with special educational needs and/or disabilities.

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

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

- enhance partnerships with parents by encouraging them to more actively share information about their children's learning at home
- improve the organisation of routine activities, such as snack time, so that children benefit from a more flexible approach that gives them time to finish what they are doing before moving on to something else.

### **Inspection judgements**

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

The educational programme covers all areas of learning and this helps children to make progress that is well within the developmental bands for their age. Activities are linked to topics that are of interest to the children, which means they are keen to take part. For example, they become fully immersed as they explore a tray set up to recreate the habitat of polar bears. They enjoy exploring the texture of 'icebergs' and pretending their bears are swimming in the water as these melt. Staff extend children's learning as they discuss where real polar bears live and encourage them to think why the ice is melting. This supports children effectively in learning about different climates, the wider world and cause and effect. Staff observe and record children's responses to learning activities, which ensures they have a good understanding of children's abilities and what they achieve in the setting. However, parents and carers are not actively encouraged to share their knowledge about what their child learns at home, so that there is a shared understanding about all children's achievements that can be used to precisely plan

children's next steps.

The playroom has many colourful displays that are rich with text and include good examples of children's work. This provides a stimulating learning environment. Toys and resources are presented at children's height which means they can make independent choices in their play. For example, they delight in acting out different scenarios in the home corner, such as telephoning their parents, which encourages them to develop their imagination. Good attention is given to providing spaces and areas that have drapes and cushions where children can sit and have time to themselves or chat to their friends. This effectively supports their emotional development. High priority is given to promoting children's language development. Staff engage children in conversation during the activities and singing is a regular part of the sessions. Children delight in joining in with songs, such as 'Twinkle, twinkle little star' and staff encourage them to use signing during other songs, to show this is another way of communicating.

Staff have a clear understanding of what it is they want children to achieve from the activities. For example, one member described how a craft activity she was leading involving tools, such as scissors and glue spreaders, enabled children to develop and use their fingers effectively. Staff use good teaching techniques to promote and extend children's learning. For example, they encourage children to bring pieces of ice indoors that they find outside and to explore how the textures and colour may differ to ice that has been made in the freezer. Staff's enthusiastic approach to the activities encourages the children to take part and makes their learning fun. For example, staff show they are keen to go outside and demonstrate how they are putting on their hats and gloves so the children follow their lead. Staff pay good attention to promoting children's understanding of mathematical concepts. For example, they encourage them to count how many children are sat at each table at snack time. They then help them to select the corresponding numeral and to trace the shape of this with their finger, developing their understanding of numbers well.

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

All staff develop close and trusting relationships with the children. They use the key person system to get to know children well and have a good understanding of their characters and individual needs. As a result, children settle well and feel secure; benefiting from the emotional security that provides a firm base from which to learn and develop. For example, children are confident to approach staff if they need assistance during tasks, such as washing their hands, and they are keen to discuss what they like about the setting. For instance, one child particularly enjoys growing potatoes. Children are actively encouraged to learn about keeping themselves safe because staff show them how to use scissors safely and explain why they need to put items away, when they have finished with them to prevent slips and falls.

Children learn to behave well because well-established practices and routines are in place to ensure they understand what is expected of them and they are encouraged to do things for themselves. For example, they find their name card and take this to the allocated table

for their colour group and they take turns to give out the plates and cups. This promotes an atmosphere of calm and cooperation. Children develop high levels of self-esteem and confidence because there is a strong emphasis on celebrating effort and achievement. 'I can do sheets' are displayed to show what the children have achieved and they contribute to the displays. For example, their painting and drawings form the basis of the alphabet frieze.

Children's health is promoted very well. Staff follow effective hygiene procedures during their everyday routines and children are actively encouraged to learn about eating healthily. For example, they make choices at snack time from a range of healthy options, such as fresh fruit and cheese. Very good emphasis is placed on outdoor play. Children are able to go out in all weathers because waterproofs, hats, gloves and wellingtons are provided for their use by the setting. The children have access to an enclosed area with a variety of resources and they are able to use the equipment in the nearby play park and run around on the field. All of which, enables them to develop good physical skills. As a result, they confidently negotiate the steps to the climbing frame, manoeuvre wheeled toys and scoop up snow and transport this in a wheelbarrow. Children have valuable opportunities to take part in activities away from the setting. For example, visiting an aquarium to link into a topic on animals and sea creatures. This enables them to gain confidence in taking part in activities away from their normal childcare setting and prepares them for when they move onto school.

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

The manager has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The recruitment and vetting of staff is thorough, which ensures that they are suitable to work with children. All members of the team attend training on child protection and policies and procedures are in place to show how the service operates. The manager works alongside staff and is very approachable. This means staff feel comfortable in seeking advice or support when needed to ensure they perform to the best of their ability. Staff are deployed effectively overall. For example, it is clearly identified at the beginning of the session who is leading singing and focused activities. However, there is room to improve the flexibility of some daily routines, so that staff give children more time to finish what they are doing before things are tidied away, for example, for snacks.

The manager is in regular contact with the group's management committee so they are fully aware of how the service is operating. There is a good commitment to evaluating the service and to promoting continuous improvement. For example, staff meetings are held each week to evaluate the educational programme and plan future activities. Since the last inspection various improvements have been made including purchasing open fronted storage units so children can choose what toys they want to play with and direct their own play. Clear plans are in place to develop the outdoor area further, such as extending the grassed surface so children have more opportunities to run around and develop their

physical skills.

Partnerships with parents are positive. They are invited to meet with their child's key person prior to the placement starting, so they can discuss their child's individual needs, and newsletters and displays mean parents are continually provided with information about the service and the learning activities offered. Questionnaires regarding parents' satisfaction of the service are sent out on a regular basis and staff are responsive to making any changes as a result. For example, the opening hours have been extended to meet their needs. Parents provide very positive feedback on their satisfaction of the service, praising the staff team for their dedicated and friendly approach and stating that their children are happy and settled. Good relationships have been forged with other early years providers, such as the local school, to aid children's transitions between the settings. For example, teachers visit the pre-school so they can meet the children and discuss where they are in their learning with their key person.

## 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>	253082
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	901083
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Speckled Frogs Preschool Ltd
<b>Date of previous inspection</b>	26/01/2009
<b>Telephone number</b>	01427 848922

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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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