

Moatfield Playgroup

The Scout Hut, The Moatfield, Bournehall Lane, Bushey, Hertfordshire, WD23 3JU

Inspection date

13/02/2013

Previous inspection date

05/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Children are helped to become settled and happy. This means they develop good relationships with their peers and have a secure relationship with the staff.
- The provider demonstrates a sound commitment to improvement and, as a result, staff are well supported in their own personal development. This has a positive impact on children's learning and development.
- Children are well supported when transferring to school as there are good partnerships with local schools.

It is not yet good because

- Books are not always attractively displayed so that children can easily use these and background noise, such as music, is sometimes distracting to children.
- The scope for children to routinely use their home languages in their play and learning has not been fully explored.
- The process of self-evaluation is not sufficiently rigorous to identify all areas for development to benefit the children, because it does not include parents' and children's views.

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 spoke to the provider, the manager and other staff at appropriate times and looked at a selection of policies, the self-evaluation and children's records.
- The inspector observed the children's activities which included indoor and outdoor play and snack time.
- The inspector spoke to parents to take account of their views about their children's care, learning and development.

Inspector

Maura Pigram

Full Report

Information about the setting

Moatfield playgroup is privately owned and was registered in 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup serves the local area and is accessible to all children. It operates from The Scout Hut in The Moatfield, Bushey, Hertfordshire. There is a fully enclosed area available for outdoor play.

The playgroup employs six members of childcare staff including the registered provider. Of

these, four hold appropriate early years qualifications at level three. The playgroup opens Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. A lunch club is offered according to demand. There are currently 23 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop and use their home language in play and learning.

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

- help children to concentrate by limiting background noise, such as musical songs, and use these for a purposeful activity
- ensure resources, such as books, are attractively displayed and suitable for the children's use
- improve the self-evaluation so that it more effectively identifies areas for development, to raise the standard of the provision for children by enabling parents and children to contribute their views.

Inspection judgements

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

Staff are developing their knowledge of the revised Early Years Foundation Stage. They have recently reviewed the planning of children's activities so that the needs of younger and older children are considered. A display of pictures of children's parents help young children settle and these are used by staff to support early language development. Staff have started to use the progress check at age two and have shared these with parents. Observations and assessments are used effectively to show children's progress and their

records show photographs and observations of their achievements. Staff identify children's next steps in learning and use these to inform planning. Therefore, children make satisfactory progress in their learning. Parents are encouraged to contribute to their children's learning through discussions and the sharing of achievements outside the setting. These 'wow moments' are discussed with the children during circle time. This promotes their self-esteem and supports children's confidence to speak in front of a group.

Children have many opportunities to develop their creativity. For example, they enjoy making models from recycled materials. This provides opportunities for staff to encourage children's communication skills as they discuss their creations. Children love dancing; they eagerly join in with favourite songs and enjoy using the good quality musical instruments during circle time. However, the consistent playing of music means that at times children's concentration is not fully promoted. Children enjoy listening to stories and are able to take books home to share with their families. This supports children's early reading skills. However, some books are well worn and are not attractively displayed to enable children to see what is available for them.

Children whose home language is not English make satisfactory progress in their learning. Key words used at home are discussed with parents. The use of these could be further improved so that children have more opportunities to make connections between the languages during their play.

Children enjoy recreating scenes familiar to them, such as, having a picnic or going on a train journey. Staff listen and respond to children and join in with play to offer support and guidance. Children are appropriately helped to progress their learning as they play. They confidently use equipment, such as glue, rolling pins and cutters. They concentrate for long periods of time when completing jigsaw puzzles. Materials, such as chalk boards, pens and paper are available both indoors and outside. This supports children's early writing and drawing skills. Children are encouraged to count during their play; older children are able to recognise simple shapes during games. Basic cooking activities, for example, making fruit kebabs and potato salad, introduce children to a range of mathematical concepts such as sequence and measuring.

Staff have responded well to advice gained to support children with special educational needs and/ or disabilities. For example, they use visual aids to help children communicate their thoughts. In addition, they are seeking training related to sign language and are considering creating visual timetables so that younger children can easily express their needs. Consequently, these children make good progress in their learning. Good use is made of the outside play space to develop children's understanding of the world. During fine weather, children enjoy free flow play between the indoor and the outdoor area. Children enjoy running and playing popular chasing games. They concentrate for long periods of time as they dig in the snow and the growing patch where they grow vegetables and fruit, such as, potatoes and strawberries. Overall, children are gaining sufficient skills to take them forward to the next stage of their early education.

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

Children are happy and helped to feel secure by the attentive staff. Information about children's backgrounds is obtained through the completion of documents and discussions with parents and carers. Children have good relationships with the staff. This contributes to them feeling secure and safe. Children are helped to learn right from wrong. Staff have spent a long time working on behaviour management recently. They have all attended training and are good role models to the children. For example, they calmly talk to children reminding them to use 'gentle hands and gentle voices' when playing with their friends. Praise and encouragement further promote good behaviour and children's self-esteem. This means that children are learning to treat each other with respect. In addition, this helps them in the preparation for the next stage in their learning, such as mixing with others when they start school.

Children are developing a secure understanding of how to keep themselves safe as they receive consistent messages on safety, such as reminders about not running indoors as they play. In addition, they listen to stories about various aspects of keeping safe. Children enjoy physical exercise and fresh air as they play outdoors. They enjoy playing group games and use a variety of resources including hoops, bats and balls. Staff work hard to set out resources that are interesting to engage children's attention so that their overall development is appropriately supported. There are many resources available and most are of good quality. Children learn about people's differences through the celebration of various festivals.

Children learn about healthy lifestyles as positive steps are taken to promote healthy eating. Since the last inspection, snack time has been reviewed so that this is a learning opportunity. For example, staff sit with small groups of children, who are encouraged to serve themselves from the healthy options on offer. This helps to promote children's independence. Children's drinking containers are clearly labelled with children's photographs so that they can easily access their drinks. Dietary needs are well known by staff. Older children are encouraged to attend to their own personal needs. They use the toilet independently and know they must wash their hands to get rid of germs. Younger children's personal hygiene needs are sensitively managed. Self-help skills are appropriately managed as children are encouraged to dress themselves in preparation for going outside.

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

The provider and staff have a clear commitment to improving the service provided for children and their families. There is evidence that previous recommendations have been addressed. For example, staff recruitment has had a positive impact on children's learning and development. The hygiene procedures have improved. Tissues are now easily available for children and they are able to use the bathroom to wash their hands. The provider takes some steps to monitor the services provided. However, there is scope to develop this self-evaluation further so that it includes children's and parents' views, to

support ongoing developments to the provision.

Staff are supported in extending their knowledge and qualifications. Recent training about how different aged children learn has had an impact on planning and separate sessions for younger and older children are being considered. In addition, staff are currently attending training about effective learning. New staff are appropriately monitored and feel that they are well supported. Discussions and regular meetings with the staff help to identify their training needs. Guidance is sought from the local authority and from other professionals to ensure children receive appropriate intervention and the support they need, in particular those in the process of being identified with special educational needs and/or disabilities. The provider recognises the importance of partnership working so that children and their families are fully supported.

The provider has a clear understanding of safeguarding children. She works closely with other professionals to ensure that children are safeguarded. All staff attend regular safeguarding training to keep their knowledge up-to-date. The provider and senior staff have attended designated safeguarding training. As a result, all staff members know what procedures to follow if they have concerns about a child in their care. Employment procedures are robust and ensure all staff are suitable to work with children. Staff understand their individual responsibilities and routinely check all areas to ensure they are safe for the children to use. Parents spoken to express that they are happy with their children's care and learning. They are invited to help at the playgroup so that they can see how their children play and learn. Information about children's achievements are shared verbally at collection times. In addition, open sessions are held regularly so that parents can discuss their children's progress. Partnerships with schools where children may attend are valued. For example, photo books are used help children learn about their new settings, such as, intended schools. In addition, proposed teachers are invited to the playgroup to meet the children prior to them starting. This means that children are helped to make smooth transitions to other settings.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	EY376493
Local authority	Hertfordshire
Inspection number	821416
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	23

Name of provider	Helen Barbara Poole
Date of previous inspection	05/12/2008
Telephone number	07954 899111

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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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Piccadilly Gate
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