

Waddingham Under 5's Playgroup

The Jubilee Hall, The Green, Waddingham, Gainsborough, Lincolnshire, DN21 4SX

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| Inspection date | 04/03/2013 |
| Previous inspection date | 10/07/2009 |

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| 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

- The relatively new manager has started to make improvements to the setting and knowledge of practitioners to make certain it best meets the needs of all the children who attend.
- Children are happy and settled in the setting because there are suitable arrangements in place to make sure they build attachments with their key person.
- Practitioners have appropriate ways of supporting children's behaviour. Consequently, children get along well together and are forming friendships.
- Children are calm, motivated and engaged well in their play because the manager has introduced continuous provision to help them learn. Children can freely access the resources and enjoy activities to generally cover all areas of learning.

It is not yet good because

- Some practitioners are not aware of the importance of focusing on the three prime areas of learning for younger children. This means that children are not always provided with appropriate activities to successfully promote their individual learning.
- Ongoing observation and assessment is not always used consistently or rigorously to monitor individual children's learning, so they sometimes do not make best progress and any gaps in learning may not be identified.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children during activities indoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager, nominated person and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

The Waddingham Under 5's Playgroup was registered in 1992 and is on the Early Years Register. It is situated in the village hall in Waddingham, Lincolnshire, and is managed by a committee. The setting serves the local area and is accessible to all children.

The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The setting opens Monday to Friday term time only. Sessions are from 9am until 12noon, and additionally a lunch club operates on a Tuesday until 1pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The nursery provides funded early education for 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:

- ensure all practitioners working with the youngest children have the knowledge to plan enjoyable and challenging experiences for their key children that focus strongly on the three prime areas of learning
- improve the monitoring and use of ongoing observation and assessment to more consistently and rigorously track children's progress, and use this to plan future learning experiences, which are fully matched to children's learning needs.

Inspection judgements

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

Practitioners have an adequate understanding of how children learn and generally provide activities which encourage them to play and explore. However, not all practitioners are accurately assessing children's individual development, which means they are not consistently planning for children's next steps in learning. As a result, activities are not always matched to their individual needs and children are not helped to make best progress. In addition, not all practitioners working with the youngest children understand the importance of focusing on the three prime areas of learning. This means that children are not always supported to gain the most important skills they need for later learning, before practitioners focus on the specific areas of learning.

Toys and resources are easily accessible to the children. Therefore, children make

decisions for themselves and are becoming independent as they self-select what they would like to play with. This also means children have the time to become deeply involved in activities and encourages them to persist in their learning. Practitioners plan activities around the children's interests and this means they are motivated to learn. For example, they encourage them to make dens with large boxes for their superheroes and build on their interest by suggesting they make superhero Mother's Day cards to take home.

Children learn about similarities and differences as they celebrate festivals, such as Diwali and access a range of resources and books that reflect diversity. They develop their understanding of technology as they complete simple programmes on the computer and operate remote control toys. Children have plenty of opportunity to take part in expressive arts and design activities because they have independent access to a range of resources. They learn to use different tools and explore colours as they enjoy making models and painting pictures.

Practitioners extend children's mathematical development because they use everyday routines to teach them to sort and count. For example, at register time children are asked to place a magnet on a board under the heading of boys or girls. The practitioner then encourages them to count each side and add them together. Children listen attentively to stories in small groups and learn to take turns speaking as they share their news from the weekend. Children are beginning to recognise the initial letter sound of their own names because practitioners call them out as they take their name cards from a post box. Children then place them on the wall next to their key person group. This helps them feel a part of the setting and increases their self-confidence. Children develop their physical skills as they learn to balance on the soft play blocks and enjoy jumping onto the safety mats.

The setting has established appropriate relationships with parents to make sure there is a two-way flow of information to support children's individual needs. They are invited into the room when they drop-off or collect their children and receive adequate feedback from practitioners about their children on a daily basis. All children now have a 'special book' that they can access freely. They enjoy looking at this and it supports them to consolidate their learning as they look at what they have achieved. Parents say they have access to this record and that they are supported to extend their children's learning at home, for example, borrowing books to take home and bringing in things to talk about.

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

Children are forming attachments with practitioners and have an appropriate sense of well-being because there is a suitable key person system in the setting. Practitioners find out about children preferences from their parents before they start. This helps to promote children's sense of security as they make the transition between their home and the setting. Children play well together, share and take turns because practitioners carefully explain to them why they need to be kind to each other. They also have effective ways to manage children's behaviour, for example, they use a timer so children can learn to take it in turn to ride the bikes.

Children learn about the importance of a healthy diet as they talk about the different fruit they are eating for snack and practitioners use the time to extend their learning further. For example, when a child says the fruit will 'help his cold get better', a practitioner replies 'yes, it will make you better because the orange is full of vitamin C, and that is good for you'. Children have good manners because they are encouraged to say 'thank you' when they are given their fruit and drinks. They develop independence as they pour their milk from small jugs and pass the cups to their friends.

Children are learning to keep themselves safe as practitioners explain the reason for the rules and boundaries in place. For example, they remind children 'don't climb on the chair you might fall'. Children learn about the importance of exercise because they have access to communal outside space or to the large hall next to the playroom, where they have plenty of room to run around and use climbing equipment. Children are encouraged to take risks in their play because adults give them appropriate support. For example, a child tries to walk across the balancing beams and is supported to gain confidence because a practitioner holds her hand. Later in the session she shows she has developed the skill of balancing as she manages to walk across without support.

Children are adequately prepared for transitions to the local school, because the teacher comes to visit them in the setting. In addition, during the term before they move, the children visit the school once every week. This helps to reassure the children about the next stage in their learning and helps the teacher to gain valuable insight into the children's personalities and needs.

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

Children are adequately safeguarded because practitioners have been fully trained and know the correct procedures to follow should they have any concerns. The setting is safe and secure because suitable risk assessments are carried out. In addition, the entrance to the setting is locked during session times and a sign reminds parents not to use mobile telephones in the setting. Sound recruitment and vetting procedures ensure that those working with children are suitable to do so.

The manager has implemented a 'special book' for children but this system is relatively new and though the manager's key children have good records of their learning and development, this is not consistent and other practitioners are making observations that are not linked to the overview. She carries out supervision with practitioners to identify any training needs and improve outcomes for children. However, systems to monitor individual children's planning and assessment to make sure they are precise are not yet embedded. Therefore, children are not consistently supported to make best progress. The manager is aware of this and is starting to address it.

Policies and procedures have been recently updated by the manager and are shared with parents. This means parents are informed about how the setting operates. Parents speak

highly of the setting and say they are 'very happy' with the service it provides for them and their children.

The relatively new manager has completed a self-evaluation form and is keen to further improve the setting in order to promote outcomes for children. This means she has an adequate understanding of the setting's strengths and weaknesses and is beginning to make the necessary changes. For example, children can now independently access a wide range of resources so they are motivated to learn and engaged in their play. The manager also works in partnership with practitioners, the committee, and support workers from the local authority to inform her priorities for improvement.

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 action. 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

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|------------------------------------|----------------------------------|
| Unique reference number | 253557 |
| Local authority | Lincolnshire |
| Inspection number | 876526 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 22 |
| Name of provider | Waddingham Under Fives Playgroup |
| Date of previous inspection | 10/07/2009 |
| Telephone number | 07500395020 |

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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, which are usually the childminder's 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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