

Poppleton Rd Playgroup

The Annex, Poppleton Rd Primary School, Poppleton Rd, York, YO26 4UP

Inspection date	18/03/2013
Previous inspection date	31/10/2011

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 happy and settled at the playgroup which shows they feel safe and secure. This helps them make sound progress in their learning and development.
- Children show high levels of concentration, particularly when using their imaginations and participating in mark making and writing activities. This helps them develop skills to support their transition to school.
- Practitioners support children's independence well, helping them become confident learners.

It is not yet good because

- The educational programme is not fully effective because planning for the best use of resources, for example, in mathematics, and use of focussed, adult-led activities does not always enhance children's learning. Planning is not always guided by children's individual learning needs, which does not fully support them to make best progress.
- Risk assessment is not fully effective. Children's safety is not fully promoted by the use of flimsy rugs which pose a slip or trip hazard, and fluctuating temperature levels affects their well-being.
- Self-evaluation lacks rigour and does not make strong links between identified priorities and plans for improvement, in order to drive the development of the playgroup.
- Information sharing is not routinely successful in helping all parents support children's learning at home.

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.

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 had discussions with the manager and carried out a joint overview of the session during the inspection.
- The inspector had a tour of the premises and observed the range of equipment and the outdoor learning environment.
- The inspector had discussions with parents and children during the inspection.
- The inspector observed activities organised during the session and looked at a sample of children's assessment records, planning documentation, evidence of staff's suitability and a range of policies and record keeping.

Inspector

Jackie Phillips

Full Report

Information about the setting

Poppleton Road Playgroup was registered in 2011. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The playgroup is situated in an annex within the grounds of Poppleton Primary School on the outskirts of the city of York. It is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. Opening times are Monday, Tuesday, Thursday and Friday from 9am to 12pm and Wednesday from 11.45am to 2.45pm, during term time only. There is an enclosed outdoor play area adjacent to the annex and the group also has use of the school playground and playing field. During times of operation the playgroup has sole use of the building. An out of school club also uses the building but is managed by a different provider.

There are currently 26 children attending the playgroup who are in the early years age group. The group provides funded early education for three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. Two members of staff are working towards gaining a qualification at level 2. The group receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- develop the programme for mathematics by enabling children to build upon their number and counting skills and help them learn and understand about shape, space and measure
- improve planning to increase the opportunities for more focussed learning to take place to enhance children's progress through a varied range of adult-led activities and take into account the individual needs, interests and stage of development of each child
- improve the procedures for assessing any risks to children, this particularly relates to the use of floor rugs and the temperature of the indoor environment.

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

- develop existing information available to parents to help them continue their child's learning at home
- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

Inspection judgements

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

Children are happy and content at the playgroup. They enter the premises enthusiastically and quickly settle to play alongside their friends. This shows independence at leaving their parents and carers and demonstrates confidence and a willingness to play and learn. They make steady progress in their journey towards the early learning goals because staff have a suitable knowledge and understanding of the revised Early Years Foundation Stage learning and development requirements. Staff organise a varied range of activities and experiences to help children learn. For example, on a cold, frosty morning they provide children with glue, paper, glitter and fake snow to shake over their collage pictures to represent the ice they have seen on their way to playgroup. This helps children be creative and expressive with their ideas and make sense of the world in which they live. It also shows staff teach children through meaningful activities.

Generally the educational programme covers all areas of learning sufficiently well over time. For instance, long term planning includes festivals and traditional events, such as Valentine's day, Easter and Bonfire Night. Some cultural celebrations are acknowledged,

such as Chinese New Year and fun activities take place as part of national fund raising events. This makes learning interesting and provides a base for future learning when children start school. Practitioners help children learn by creating a reasonably well organised environment with defined areas to help children make links in their learning. For example, there is a cosy, comfortable area where children can sit and read books or relax. Low storage units hold various arts and crafts materials or construction resources and accessibility is good to support children's individual choice and decision making.

Children are spontaneously taught by staff through the routine of the session. For instance, at snack time staff ask children to count out two pieces of apple each to eat. One child is responsible for counting all the children present, sometimes with the help of an adult. This makes learning to count meaningful. However, learning in other mathematical areas is not given as much attention. For example, resources and activities are not systematically available to help children build upon their understanding of counting and number and develop further skills, such as matching, sorting, classifying, weighing and measuring.

Children particularly enjoy role play and use their imaginations very well. An area of the room turned into a doctors surgery, quickly becomes very busy with children suitably dressed as doctors and nurses, bandaging dolls, or each other. They use pretend syringes and stethoscopes and understand the purpose of the equipment, for example, using the stethoscope to listen to someone's heartbeat. At the reception desk a mobile phone is used to make and receive calls and children write marks on paper or in notepads to make appointments. This helps children learn through purposeful play and access to a varied range of resources. They benefit by being enabled to make sense of what they know or have experienced. Children clearly enjoy writing, drawing and making marks on paper. Some older children are able to independently write and spell names accurately. All children find their printed name cards at the beginning of each session to register their attendance. This helps them to identify their names without a picture clue and helps prepare them for reading and writing when they start school.

Staff observe children and make assessments of the progress they make. This helps them to get to know the children but is not always used successfully to shape and guide the planning of activities to make sure children's individual learning needs are well met. Parents and staff share information with each other when children commence at the playgroup. This helps to form trusting relationships and share details of children's specific needs or requirements. Staff are aware of a small number of children who require some additional support. They are working closely with parents and professionals to ensure each child receives the help he or she needs to enable progress to be made. For instance, some children are receiving support with their speech, language and communication skills. Each child is given a journal which records their individual learning journey. This is shared with parents on a regular basis. Some parents are issued with a weekly diary sheet so they can share with staff their children's experiences or skills they have learnt at home. This is not offered to all parents and so reduces the impact of how everyone can share and contribute towards children's learning and support consistency and continuity.

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

Warm and caring relationships are clearly evident between children and staff. Each child is given a key person who has responsibility for recording their development and progress and sharing information with their parents. However, all children know the team of staff very well and approach them easily. This helps children feel safe and secure resulting in high levels of independence, confidence and self-esteem. Children are taught about sharing and turn taking and in the main behave very well. This means they are developing suitable skills they will need to play, work and learn alongside others when they start school.

The environment for children is secure and staff make daily risk assessments to ensure children's safety. However, on the day of the inspection a rug used for children's floor activities frequently 'flipped' over, becoming a slip or trip hazard. It had become flimsy due to washing but was not removed during the session to prevent injury. The manager acknowledges the fluctuating temperature levels of the indoor environment and has in the past recorded this and raised the issue with the group's committee members. During the session the room becomes cold impacting on children's health and well-being. Children regularly practise the settings evacuation procedure so they know what to do in an emergency. This not only supports their personal safety but introduces them to important routines they will experience in school or other settings.

Children have access to an interesting outdoor learning environment which they share with the school. They have hard and soft surface areas on which to play that includes space to get involved in physical activities, grow fresh produce or closely observe wildlife, shrubs and plants. This helps children learn about the benefits of being active. It also introduces children to the schools playground areas which the majority will experience when they commence their education in school. Good access to drinks and nutritious snacks supports children's health and well-being. Staff risk assess the weather conditions before children go outside to play. If not considered to be suitable, for example during icy conditions, staff plan indoor activities to help children release excess energy and practise their physical skills, for example, indoor bowls or dancing to music.

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

The planning for the programme of learning is not fully effective in consistently meeting children's individual needs. For example, it does not always take into account the different development stage of each child, including the more able children who require additional challenges. The monitoring of planning and assessment is not rigorous enough to ensure all children's needs are well covered, for example, those children of different ages and abilities. There is an imbalance between activities that children choose themselves and those led by staff with a clear focus or learning outcome. This prevents children learning through a variety of approaches that will help each one make as much progress as they can.

Staff benefit from access to training that includes, for some, working towards a childcare qualification. There is a rolling programme for first aid and safeguarding training. This

ensures practitioners are aware of their responsibility to keep children safe and respond effectively to any accidents or injury. Staff understand how to safeguard children. For example, they check who is authorised to collect children and make sure children are not able to leave the premises unsupervised when the main door is open. Staff's suitability to work with children is checked and their on-going suitability is assessed by the manager through supervisions and an appraisal system. On a regular basis the team of staff meet to discuss working practices, for example planning and operational routines. There is a range of written policies and procedures that support the overall management of the playgroup that are currently under review to ensure their on-going effectiveness. Improved arrangements are also being discussed to ensure these are made more accessible to parents. This helps parents keep informed and updated.

The playgroup works closely alongside colleagues employed within the school. It also works with a group of agencies including speech and language therapists, health professionals and other providers to help children develop, make progress and support future transfer to other settings. For example, children regularly go into the school for activities and teachers visit them at the playgroup. Trips and outings are organised to raise children's awareness of the surrounding community and make links in relation to where their home, playgroup and school are located. For instance, they walk to see the local working windmill and nearby children centre. This effective partnership working means children are well supported to make progress and continuity and consistency of care for children is promoted. Parents spoken to at the time of the inspection were all very complimentary about the provision and recognised the progress their children had made since first attending the group. They comment on how well they feel they are kept informed and the friendly, approachable team of staff.

The manager reflects on the provision for children and has some understanding of where improvement is needed. However, there is no clear plan for improvement, particularly around prioritising where prompt action is needed or setting achievable goals. This impacts on the vision for the future development of the playgroup to improve quality.

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
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

Unique reference number	EY426737
Local authority	York
Inspection number	875851
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	26
Name of provider	Poppleton Road Playgroup
Date of previous inspection	31/10/2011
Telephone number	01904340999

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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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