

# Crossways Playgroup

Village Hall, Moigne Combe Road, Crossways, Dorchester, Dorset, DT2 8JA

## Inspection date

25/03/2013

Previous inspection date

20/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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
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## The quality and standards of the early years provision

### This provision is good

- Staff provide a wide range of activities, which help children to make good progress.
- Children feel safe and secure because staff build good relationships with the children and their families through an effective key person system.
- Children are happy and enjoy exploring their well-resourced environment. They are confident to initiate their own play and enjoy activities planned by the staff.
- Children receive consistent, positive support as they learn to manage their behaviour. Therefore, they learn to share, take turns and involve others in their play.

### It is not yet outstanding because

- There are missed opportunities to develop children's language skills during some activities. This reduced opportunities for them to describe sounds and use mathematical language.
- The self-evaluation systems do not fully cover all areas of practice to further improve the quality of provision for the children.

## 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 activities in the main playroom and outside area.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector read a report from the local authority advisor.
- The inspector engaged in discussions with staff and the children throughout the inspection.

### Inspector

Marie Thompson

## Full Report

### Information about the setting

Crossways Playgroup registered in 1993 and operates from the village hall in the rural village of Crossways, near Dorchester, in Dorset. The playgroup has use of a playroom, toilets, a kitchen, and an enclosed outdoor play area. The playgroup is run by a committee.

The playgroup is registered on the Early Years Register. There are currently 16 children attending who are within the early year's age range. The playgroup receives funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities, and children learning English as an additional language.

The playgroup is open Monday to Friday, term time only. It is open from 9am to 12pm on Mondays, Wednesdays and Fridays. It is open from 9am to 3pm on Tuesdays and Thursdays. A lunch club operates from 12 noon to 12.55pm on Tuesdays and Thursdays.

The playgroup employs four members of staff, all of whom hold a recognised childcare qualification. The setting receives support and advice from the local authority.

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

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

- talk through and comment on some activities to highlight specific vocabulary, for example, during mathematical experiences or when exploring different sounds, to help extend children's vocabulary
- strengthen the systems for self-evaluation to help assess all aspects of practice and identify priorities for future development and continuous improvement.

## Inspection judgements

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

Children are content and settled learners who enjoy attending this welcoming setting where they are making good progress towards the early learning goals. Staff have revised the planning and assessment system to take into account the required progress check for children aged two years. Learning journal records are shared with parents and give an overview of the progress their child is making. Photographs and artwork contained within

the journals show children's enjoyment and achievements. Staff work with parents well from the outset. They collate information about the children's interests to help meet their needs. Parents are able to contribute to their child's learning by completing the 'home link' cards. Staff also encourage children to borrow their favorite books and puzzles to take home as a continuation of their learning at playgroup.

Children confidently pursue their self-chosen activities and move around the hall as their play ideas change direction. Staff provide them with many opportunities to use their imaginations and to explore a range of media and materials. For example, children use cotton wool, tissue paper and feathers routinely in their artwork, and perform puppet shows for the staff. Children use their problem solving skills as they construct. Through trial and error, they find the appropriate sized train tracks to construct the railway. They extend their skills and understanding of technology as they play with resources in role play, such as the till, telephone and microwave. Staff make a wide range materials for drawing and practising early writing skills freely available to children. The children independently look at a wide range of books and enjoy story time, which helps to promote their early reading skills. Children are confident to play on their own as well as with their friends. They thoroughly enjoy playing with the musical instruments, and confidently select tambourines, triangles and drums to play a tune while staff conduct them. However, occasionally, staff miss chances to extend children's vocabulary through promoting mathematical language and encouraging children to describe sounds and rhythm, such as 'loud', 'soft', 'fast' and 'slow'. However, children and staff talk to each other in a friendly and relaxed manner, which promotes children's communication and language skills well overall. Children's personal, social and emotional development is a strong feature of the playgroup. As a result, children take turns, share, willingly tidy up resources and are very confident.

Staff plan many developmentally appropriate activities to help children develop physically. For example, the room is spacious and well organised so children can move around with ease and show good control. Children use a wide range of different sized paint brushes, rollers and cutters for play dough with competency and skill. Staff give children the opportunity to play outside at each session throughout the year. Children enjoy the space to run and pursue energetic play. Large and small equipment is available and used by the children to develop their physical skills. For example, they climb and balance. Children have great fun in the garden taking part in mini beast hunts. Staff overturn the logs, and the children peep in to see the bugs living underneath. Staff encourage them to use their magnifying glasses to see more clearly what the bugs look like. Overall, children have fun and grow in their independence. As a result, they make good progress in relation to their expected levels of development and gain key skills for their future learning.

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

Children are happy, content and safe at the playgroup. They are very familiar with their surroundings and routines and therefore demonstrate a sense of self awareness and confidence. Children have warm relationships with the staff who look after them. The stimulating and well-resourced environment and effective planning across all areas means

children enjoy a broad range of experiences. Consequently, they have fun. Staff rotate resources frequently and therefore children benefit from varied play opportunities. Activity plans also promote different religions and festivals throughout the year. These include Divali, Chinese New Year and Harvest Festival, which staff introduce to children to develop their awareness of diversity.

Children clearly feel comfortable at the playgroup. The key person system helps children to form secure attachments and enhances their sense of security. Children's behaviour is good. They are well mannered and caring of others, which reflects the good examples of behaviour set by staff. Staff are friendly and nurturing, and as a consequence children are happy to approach them staff to ask for help, or merely have a chat about what they are doing. Safety is very important and children regularly practise the fire drill, which helps to promote their understanding of what to do in the event of an emergency to keep themselves safe.

Children's health is effectively promoted. They have opportunity to benefit from fresh air and exercise each session. Nutritious snacks are provided. Snack times offer opportunities for children to chat and socialise with the staff. For example, they talk about the foods they enjoy. Fruit and drinks are available to the children throughout the session. Children are independent in their personal care. They follow the procedures to help prevent the spread of infection, such as washing their hands before snacks. There are clear administrative systems in place for gathering information about children's personal details. These include contact details for parents, emergency carers, dietary needs and allergies. This enables staff to effectively meet children's individual needs.

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

All of the staff have a good understanding of how to promote the welfare of the children in their care. For example, staff are very aware of the procedures for child protection and know the systems for reporting concerns. All aspects of the environment used by the children are very well organised. Staff carry out regular risk assessments and as a result children are able to move around safely and with confidence. Children are well supervised both in and out of the setting and the premises are secure to promote their safety. Visitors to the setting are routinely requested to produce identification and sign in and out. Safeguarding procedures are good, ensuring the continuing suitability of adults working with children. All staff refresh their child protection training, which ensures they are up-to-date with current regulations and guidelines. This ensures that children are safe and promotes their welfare effectively. All required policies and procedures are in place and regularly reviewed. staff are aware of the correct procedures to follow when dealing with any written complaints made by parents.

The manager is enthusiastic and is successfully able to pass this positive attitude onto the play group staff. As a result, all staff are committed to developing and improving the provision. Parents' views are sought informally through discussion and formally through the suggestion box. The manager has developed some good self-evaluation procedures

overall, and all staff are able to contribute to the process through regular staff meetings, and informal discussions. However, current self-evaluation systems are not fully effective to evaluate all areas of the provision in greater detail. This means staff do not consistently build on their current good levels of practice and prioritise areas for development to benefit the children.

Children benefit from a strong partnership that exists between their parents and staff within the setting. Parents receive regular detailed information about their child's welfare, learning and development, including daily discussion to give verbal feedback on their children's time at the provision, and daily diaries. Information is displayed around the setting regarding daily activities, and their child's key person. Parents express their great satisfaction with the playgroup. They know that their children enjoy attending and they participate in the range of stimulating and varied activities. Partnerships with other providers of the Early Years Foundation Stage are developing well and systems are in place to make sure that children's continuity of care and learning is supported. Staff fully understand the importance of partnership working in order to identify all children's needs and help them to make progress.

## 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

<b>Unique reference number</b>	139331
<b>Local authority</b>	Dorset
<b>Inspection number</b>	908638
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Crossways Playgroup
<b>Date of previous inspection</b>	20/01/2009
<b>Telephone number</b>	01305 853466

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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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Piccadilly Gate  
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