

Falldon Playgroup

The Scout Hut, Falldon Way, Henleaze, BRISTOL, BS9 4HT

Inspection date

Previous inspection date

09/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy a wide range of activities planned to help them make good progress in all areas of learning.
- Staff are well qualified and enjoy regular supervision and access to training.
- Children benefit from daily play and learning in the garden and visits within the local community.
- Children have free access to well-maintained and stimulating toys, equipment and materials.
- Children behave very well and are appropriately supported by knowledgeable staff.

It is not yet outstanding because

- Although children are developing a good understanding of the world overall, occasionally they are not able to make full use of technology.
- Parents do not yet fully contribute their own observations to inform planning for future learning.

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 playing and interacting with staff in the garden and playroom.
- The inspector spoke with parents to seek their views.
- The inspector examined samples of documentation, children's learning records and policies and procedures.
- The inspector spoke with staff at appropriate times during the inspection.

Inspector

Carol Cox

Full Report

Information about the setting

Falldon Playgroup opened in 2003 and re-registered in 2012. It is a privately-run playgroup operating from a scout hut in Henleaze, Bristol. Children have access to the main hall with adjacent toilet facilities. There is an enclosed outdoor area to the front and side of the premises. The playgroup is registered on the Early Years Register and offers care for children from two to under five years. There are currently 28 children on roll. The playgroup runs during term time only, Monday to Friday from 9.15am until 12.15pm. It is registered to offer free early education for three- and four-year-olds. There are eight members of staff working directly with the children. Of these, five have appropriate early years qualifications; one is a qualified teacher and another has Early Years Professional Status.

What the setting needs to do to improve further

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

- develop further means to encourage parents in contributing to the observations, assessments and planning for their child's learning
- provide further access to technology for children, for example so that they can print the photographs they have taken.

Inspection judgements

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

Children make good progress in all areas of learning, in relation to their starting points. This is because staff have good knowledge and understanding of how children learn. They offer a well-balanced programme of adult-led and child-initiated activities which reflect children's next steps in learning and their individual interests. Key persons make careful observations of children's achievements and use these to assess their progress and plan for their learning. Parents meet regularly with key persons to review children's progress and discuss any concerns they may have. However, they are not yet fully engaged in contributing their observations to children's learning journeys to help in planning for the next steps. Staff have a clear knowledge and confidence to work in partnership with specialist services and parents, should children have particular learning needs.

On entering the playroom children quickly choose their favourite activities and become involved and engrossed in their play. Staff are knowledgeable and sensitive, and support

children's learning effectively through the activities they have chosen. For example, some children decide to experiment with craft materials and make collages. A member of staff sits with them and talks to them about the different textures of the materials. Children identify and name different shapes they have chosen or cut. They layer tissue paper to make different colours and compare the effectiveness of using liquid glue or brushes with a glue stick. Some children thoroughly enjoy using the liquid glue like paint. A member of staff helps them to explain their ideas and actions through careful questioning. She challenges them to explore and use tools in different ways. In this way children learn to explore and experiment, and become confident in finding new ways of working. Some children happily snuggle down in the library corner; wrapped in blankets and sharing books, they discuss the story and talk about pictures. A small group of children find the playgroup camera to take photographs of each other and view photographs they have previously taken. However, their access to the computer is limited and they cannot yet use the computer to print their own photographs. This results in some missed opportunities to use technology to its full potential.

Children learn about nature and life cycles when observing frogspawn. A member of staff uses a book to show children how the frogspawn will develop through different stages. When using a magnifier children can see tails developing in the frogspawn and talk excitedly about how the tails will separate into legs. They understand that they cannot touch the frogspawn but feel bubble wrap to experience a similar sensation. Children further develop their understanding of the garden and the wider community through regular trips and observations of the changing seasons. They learn to enjoy diversity and value their differences when celebrating festivals from different cultures. Resources throughout the playgroup reflect different languages and cultures.

On entering the playgroup children self-register with clearly written name labels; they quickly learn to recognise their own names and those of their friends. They clearly enjoy their time at the playgroup and make good progress with the support of attentive and knowledgeable staff. Children become eager and enthusiastic learners, and are always happy to explore and question. They develop confidence to choose activities and demonstrate skills and positive attitudes that will support their future learning very well.

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

Staff meet and greet children and parents at the door to exchange news and discuss forthcoming events. Consequently, children settle quickly and become confident in the playgroup. They are generally very well behaved, benefit from learning how to resolve conflicts with others, and form good relationships with other children and adults. When staff praise children, they beam with pleasure. Children are proud to act as special helpers and quickly learn about the routines of the day. For example, when the maraca is shaken they know it is time to wash their hands for snack. Children take a pride in their playgroup and are happy to help at tidy up time, showing their sense of belonging.

Children learn about the need for hygiene and are reminded about the importance of washing their hands before eating. However, the toilet facilities at the playgroup are not

ideal for encouraging their independence and self-care skills. Children learn to restrict spread of infection when they have coughs and colds and understand about disposing of tissues safely. They talk about the effect exercise has on their bodies when jumping between hoops in the garden. Children's individual care needs are carefully discussed with parents and recorded to ensure their health and dietary needs are met at all times. They enjoy a healthy selection of fruit and special helpers prepare fruit and serve cups of milk or water to the other children at snack time. Five of the staff have current paediatric first aid qualifications. There are robust procedures in place to administer medication and treat minor accidents.

Children learn about safety when practising the fire drill or learning to cross roads safely when walking to the library. They listen carefully to instructions from staff, respond well and ask for help when needed. Children develop confidence when using local amenities and happily talk about their experiences. They re-enact visits to shops when taking dolls for walks in their imaginary play. These experiences help them prepare for moving on to new settings. As one child proudly says 'when I am four I'm going to school'.

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

The playgroup has been registered under a new management structure, retaining many existing staff and children. This has offered good consistency of provision for children and their families. Staff members are secure in their knowledge and understanding of safeguarding and child protection practice. Two members of staff have attended inter-agency safeguarding training and have completed the Bristol City Council audit to identify areas for development. Further training has been delivered in-house. The premises, garden and outings have all been risk assessed and actions noted and taken. This means that children can move around freely to select resources and choose activities. The building presents challenges but staff are continually seeking ways of improving the environment. For example, they have developed the garden to take learning in all areas outside, to the delight of children. The key person system works well and staff share information about children's next steps in learning so that children benefit from consistent challenges and good support.

There is a robust recruitment procedure in place to ensure all new staff are suitably qualified and checked before working with children. All staff benefit from regular supervision and annual appraisals, to identify future training needs and monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives and check their knowledge of existing policies and procedures. Self-evaluation is effective and has contributed to development of the new registration. All staff are involved in monitoring and evaluating the quality of the provision and their suggestions for improvements are welcomed. The learning and development programme is evaluated to ensure all areas of learning are covered well and the needs of individual children met. Parents' views are sought and carefully considered. There are clear policies and procedures in place to ensure that the requirements of the Early Years Foundation Stage are met at all times. These are shared in writing with parents, alongside information about activities and

forthcoming events.

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	EY451972
Local authority	Bristol City
Inspection number	885410
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	28
Name of provider	Falldon Playgroup LLP
Date of previous inspection	not applicable
Telephone number	07817976220

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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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