

Sidford Playgroup

Sidford Social Hall, Byes Lane, Sidford, Sidmouth, Devon, EX10 9QX

Inspection date	07/05/2013
Previous inspection date	08/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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, settled and have a positive rapport with their friends and staff.
- Children have a good range of toys and resources to choose from.
- The setting has a positive partnership with parents.

It is not yet good because

- Children are not always supervised sufficiently to ensure they are safe.
- The setting has not yet fully developed the partnership with other settings that children attend to provide a shared approach to children's learning and development.
- Children are not always challenged to extend their learning and the planning and educational programme does not fully support all areas of learning sufficiently.

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 hall and the outside play area.
- The inspector held discussions with the chairperson, the staff and some parents.
- The inspector reviewed a sample of relevant documentation, including evidence for staff vetting, and some policies and procedures.
- The inspector reviewed children's assessment records and planning.

Inspector

Sally Hall

Full Report

Information about the setting

Sidford Playgroup registered in 1992. It is a committee-run playgroup, which operates from Sidford Social Hall, Sidford, Devon. Children have access to one main play hall, toilets and an outside play area. The playgroup is registered on the Early Years Register. They currently have 17 children on roll from two years old to school age. The playgroup supports children with special educational needs and/or disabilities. The playgroup receives funding for the provision of free early education for two, three-and four-year-olds. The playgroup operates during term time only, Monday to Friday from 9.30am to 12.30pm. There are four members of staff working with the children who all have recognised childcare qualifications. They also employ an administrator.

What the setting needs to do to improve further

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

- ensure children are adequately supervised and deploy staff to ensure children's needs are met, particularly when children use the toilets.
- develop the educational programme for children to provide more challenge and depth and breadth across all areas of learning with particular attention to mathematics.

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

- develop the partnership with other settings that children attend to provide a shared approach to children's learning and development.

Inspection judgements

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

Children are happy, confident and eager to see their friends on arrival. They quickly settle and engage in play. The hall is set up well in readiness for children's arrival with a good range of toys and resources for them to choose from. They play well with their friends, sharing and taking turns. Children have positive relationships with the staff and are keen to share their home news. They enjoy the free-flow play to the outside play area and have ride-on toys and good opportunities to play with sand. This provides children with fresh air and supports their physical development.

The staff and committee have reviewed their planning and the organisation and layout of the room. Observations and assessments are completed on the children and used to support children in their next steps of learning. Children have their own learning journals that include some of their work and photographs of them at play. These are shared with parents to keep them informed of the progress their child is making. The staff know their key children well. However, children are not always challenged to build on what they know and can do easily. They have resources to support all areas of learning. However, the planned programme does not provide children to be fully supported in all areas of their learning sufficiently, particularly in mathematics. Although they count in action songs they are not supported as they play to extend their interest and thinking, such as developing their problem solving skills. Children are keen to learn and express themselves. For example, they recall recent visitors to the setting, such as the policeman.

Since the last inspection the setting has added to the craft resources. These are readily accessible so that children have a broader range of materials to encourage them to use their own ideas and imagination. They have a role play garden area set up in the hall. Children are keen to learn about nature and talk about what they have seen at the beach. They talk about tadpoles and frogs and what else may live in ponds and rivers.

Children learn about their local community through outings and the wider world celebrating festivals throughout the year. Children listen well to stories and will predict the outcome. They handle books carefully as they turn the pages and confidently ask for a story again. Children enjoy role play and develop their own games as they cook and make tea for each other. The role play area is changed regularly to provide variety for the children and support individual interests, for example, as a hotel and a train station. Children have their names on labels to encourage them to support them to say the sounds of their name. Children are learning skills in readiness to prepare them for school. They confidently leave their parents on arrival and learn cooperation skills as they play with their friends sharing and taking turns.

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

Children share and take turns and show concern for each other, for example, if a child has an accident. Children behave well and they respond appropriately to instructions. For example, at tidy-up-time, children put the resources away carefully. Children are independent in self-care and know to wash their hands before snacks, confidently lining up behind each other waiting for their turn.

Children have planned activities set up for them but staff do not always encourage children to take full advantage of them. However, children do receive consistent praise and reassurance from the staff to support their self-esteem. Children are happy and confident in making new friends. The older children interact well with the younger children, involving them in their play and giving each other ideas, such as when playing with construction toys.

Children have healthy snacks and learn good social skills and are reminded of the importance to say please and thank-you. However, they are not always encouraged to pour their own drinks to encourage their independence. Children are gaining an understanding of how to keep themselves safe and each other safe as they play. For example, they know not to run in the hall, and give each other space when playing on ride on toys. They learn to handle scissors correctly and independently during craft activities. Overall, they are developing sound skills in preparation for school.

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

The inspection was brought forward due to concerns received regarding the supervision of children and confidentiality with children's information. Although children cannot leave the building unattended, children are not supervised sufficiently at all times, particularly when going to the toilet, to ensure they are safe. The adequate supervision of children is a statutory requirement. The leaders and managers recognise the need to review the deployment of staff to ensure that children are adequately supervised at all times.

The setting has made significant improvement since their last inspection and addressed the actions that were set. They are reviewing the planning of the sessions to improve the learning opportunities for children. The committee are working closely with the staff to give support and improve the learning environment for children. Systems are in place for staff appraisals to monitor their performance and to identify any training required. The staff have completed safeguarding training and are clear of the procedure to follow in the event of a child protection concern. Daily checks are completed and risk assessments completed to minimise any potential safety hazards. Fire drills are practised with the children so they are clear of what to do in the event of an emergency.

The staff have a positive partnership with parents, keeping them well informed through daily discussions and sharing children's progress regularly. This enables parents to support their child's learning and development at home. Children's personal records are kept confidentially and the staff adhere to a confidentiality policy. Parents spoken to on the day of the inspection stated that they feel well informed by the staff and happy with the provision. The staff have yet to develop a secure partnership with other settings children attend to provide a shared approach to children's learning and development. They have links with outside agencies to be able to seek advice and support for children's individual needs. There are appropriate links with local schools to support children's transition.

The staff evaluate the quality of their provision through their own self-evaluation and have recently identified areas for their own development to enhance the learning environment for children and have implemented their own action plan. They have reviewed the organisation of the room and the information made available to parents, including improving the information displayed for parents on the notice board and reviewing their policies and procedures.

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	106029
Local authority	Devon
Inspection number	917415
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	17
Name of provider	Sidford Playgroup Committee
Date of previous inspection	08/11/2012
Telephone number	07966 953096

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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
Store St
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M1 2WD

T: 0300 123 4234
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