

Ringstead Robins Playgroup

High Street, Ringstead, Kettering, Northamptonshire, NN14 4DA

Inspection date	24/04/2013
Previous inspection date	31/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 feel safe and secure in their relationships with staff. The key person system strengthens relationships with the children and their families, supporting children's well-being.
- Children are actively encouraged to develop a clear understanding of rules and boundaries. As a result, they play well together.
- Staff encourage children's communication skills well. Children are confident to express themselves and are happy in the warm, welcoming environment.

It is not yet good because

- Ongoing assessments of children's achievements and learning styles are not consistently linked to the planning of activities, resulting in children not always being provided with activities to meet their learning needs and to support their transition to school.
- Outdoor play provision is not effectively organised to enable children who choose to participate in activities other than physical play to have the space to access and use the equipment and resources.

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 the pre-school rooms and the outdoor play area.
- The inspector spoke with the manager, deputy and each member of staff.
- The inspector looked at children's records, planning systems, a selection of policies and procedures and other relevant documentation.
- The inspector took account of the views of parents.

Inspector

Anne Archer

Full Report

Information about the setting

Ringstead Robins Playgroup was registered in 2000 and is on the Early Years Register. It is situated in the Old Institute Building in the village of Ringstead in East Northamptonshire, and is managed by a committee of parents. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, the manager and deputy hold appropriate early years qualifications at level 4 and two staff hold appropriate early years qualifications at level 3.

The playgroup is open Monday to Friday during school term times. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 45 children attending. The playgroup provides funded early education for two- 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.

What the setting needs to do to improve further

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

- ensure observation and assessment is linked to planning in order to consistently provide learning experiences with depth, breadth and challenge for each child, shaped to their individual needs.

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

- improve the information gathered about children's learning by developing the use of assessment to ensure children are effectively supported in their transition to school
- review the outdoor provision so that children can more easily access the wide variety of activities available to enhance their learning.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements and how to capture and retain children's attention. They recognise that children learn through play and provide them with a warm and welcoming environment where children feel confident and secure. Children's starting points are obtained through observations and discussions between the parents and key person, which enables staff to settle the children. However, children's transitions to other settings, such as the reception class, are not as well supported. This is because they do not gather sufficient information about children's learning to share with others in order to effectively prepare children in readiness for school.

Staff know the children well and make written observations of them at play, which are added to the child's learning log and referred to when the key person completes the termly progress report for parents. However, these observations are not currently being used effectively to plan for individual children's learning. For example, when children are selecting balls from a bag and being asked to identify the size and colour, the meaning of size is not pursued sufficiently to enable all the children to understand the concept.

Those children who attend more than one setting have a communications book, which is completed by all providers, and in some cases the parents, providing each with information to better support the continuity of care and learning. All parents receive a termly report and an opportunity to discuss their child's progress with the key person. They also receive ideas on how to support their child at home.

Children's communication and language is effectively promoted. For example, children enjoy the opportunity to 'show and tell' during circle time and staff talk with children throughout the session about what they are doing. Literacy is also well promoted as children have access to a wide range of books and reading materials. They enjoy the one-to-one experience of sharing stories with staff and join in with group story time. They enjoy singing and listening to music, joining in enthusiastically with actions during the sunflower song. Materials for making marks are readily accessible indoors and outside. However, because of the organisation of the outdoor area it is not always possible for children to access them when other children are playing with the cars and scooters.

Children have opportunities to learn about nature and the world around them through planned activities. For example, they are introduced to seeds and learn how sunflowers grow tall if they are tended well and receive sufficient light and water. Children enjoy visits from a local fire officer and a paramedic, which enables them to better understand about danger. They learn about fire safety and road safety and also become aware that there are people to help them when they are in difficulty.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment. Staff pay close regard to the safety of children and ensure that activities, equipment, and resources are suitable and ready before they arrive. During most of the session, children have free access to the outside play area, which suits those children who engage better outdoors. Physical development is well supported both with climbing and

other physical equipment. Children enjoy climbing up the steps to the big slide and run and manoeuvre wheeled toys and roll balls of different sizes to each other. There is also strong support for children to learn self-care skills ready for their transition to school. For example, a member of staff gives clear and precise instructions to a child on how to open the toggle on her coat so that the child completes the task and is proud of her achievement.

The effective implementation of the key person system in the group ensures children form secure emotional attachments. Children show a strong sense of belonging and settle well. Staff have a sound knowledge of their individual likes, needs and routines because children behave well. They co-operate with their peers and are encouraged to be kind to each other, listen, take turns and share. Staff praise and reward the children when they do well and this has a positive effect on their confidence and self-esteem. For example, the children finish tidying away before the 'tidy-up' song ends and are rewarded with a dinosaur sticker. Children show growing responsibility in the group and understand what is expected of them. For example, they know and follow the hand washing routine at snack and lunch times because they have been told about the effect of germs on their hands getting into their tummy.

Staff provide the children with nutritious snacks and support them as they eat the lunches provided by their parents, ensuring that they eat the healthy food before starting the treat. Staff are fully aware of each child's dietary needs, parental wishes and preferences and this is reflected in the snacks and drinks provided. Children's medical needs are well known to staff and if a child has an accident they are well cared for by those staff qualified in paediatric first aid.

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

The manager and deputy have a sound understanding of the Early Years Foundation Stage framework. The safeguarding and welfare requirements are understood and policies and procedures are updated to reflect developing practice. Adequate recruitment and induction procedures mean that staff undergo sufficient suitable checks and have opportunities to attend appropriate training. Appraisal procedures are in place, conducted by the registered provider and the manager, which highlight areas for development and improvement.

Partnerships with parents are well established and they speak positively of the welcoming staff and the care their children receive. They feel they are told enough about how their children are progressing and are given ideas to support their children at home. Parents particularly like the introduction of more frequent parent consultation meetings. Partnerships with childminders collecting children from the group are established and have a positive effect on children's well-being. Links are in the process of being established with the reception class teacher at the feeder school, in order to further support children's transitions. However, the system to gather information and monitor progress towards the early learning goals is not fully effective. As a result, children are not fully supported to ensure they are ready for school.

A system of self-evaluation has been initiated to support development and an action plan drawn up. The manager, deputy and staff work well together and share a commitment to provide good quality care and learning for children. Actions and recommendations from the last inspection and a more recent investigation have been satisfactorily addressed, which has a positive impact on the care and well-being of the children who attend. The group have actively sought support and guidance from other professionals in order to share ideas and adopt good practice.

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	220004
Local authority	Northamptonshire
Inspection number	913009
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Ringstead Playgroup Committee
Date of previous inspection	31/03/2009
Telephone number	01933 460775

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Type of provision

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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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