

Stafford Leys Playgroup

Stafford Leys Community Centre, Stafford Leys, LEICESTER FOREST EAST, Leicestershire, LE3 3LJ

Inspection date

28/06/2013

Previous inspection date

02/07/2009

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

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

- Staff provide a good range of activities and resources within a stimulating environment for children to learn. As a result, children are engaged and show good levels of communication.
- The staff team are friendly and caring. As a result, care routines allow the children the opportunity to develop confidence, independence and a high level of self-esteem.
- Partnership with parents is highly valued by all staff. Positive relationships between adults help children to feel safe and secure.
- Staff have a good understanding of children's emotional needs and well-being. As a result, there is a smooth transition to school that helps children to feel secure.

It is not yet outstanding because

- The outdoor learning area does not yet provide opportunities for children to explore, investigate and have more messy activities.
- The staff do not take into account the views of the parents to strengthen the self-evaluation process.

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 had a tour of the large playroom and outdoor play areas.
- The inspector observed children playing and the interaction with practitioners.
- The inspector looked at documents and learning journals.
- The inspector had discussions with the manager, staff and parents/carers.

Inspector

Samantha Faulkner

Full Report

Information about the setting

Stafford Leys Playgroup was established in 1977. It is a privately owned facility that is on the Early Years Register and is situated in the Community Centre area of the Stafford Leys Primary School. The playgroup, which has disabled access, has the use of a large hall, a separate smaller room and associated facilities.

The playgroup operates during term time only, 9am to 12 noon weekdays, excluding Wednesdays. Children attend a variety of sessions each week. There are currently 27 children attending who are in the early years age group. The setting provides funded early education for children who are aged three and four years. There are four members of staff available to work with the children, all of whom hold appropriate early years qualifications at level 3. The playgroup receives support 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:

- extend the learning opportunities in the outside area so that children are able to explore and investigate more and enjoy messy activities
- use the views of parents and children more effectively to inform the plans for improvement, so that the drive to improve is strengthened and practice is clearly targeted to help children reach the highest levels of achievement.

Inspection judgements

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

Staff have a thorough knowledge of the Early Years Foundation Stage and how children learn. The playgroup is a warm and welcoming environment that provides a good range of interesting and challenging experiences, across all seven areas of learning. Consequently, children are stimulated and engaged in their play and the needs of all children are met. The highly motivated staff are deployed effectively, ensuring children are drawn in and included in a range of activities. As a result, children have lovely opportunities for spontaneous discussions. For example, while using their imagination to plan a holiday, pack a case and write a postcard, the practitioner questions the need for sun cream. This leads into a discussion about sun safety and children excitedly hunt for a bottle of cream to add to their luggage. Staff skilfully question children during the day and allow time for them to respond, this allows children to reshape their learning and make good progress across all areas of learning and development. Staff support child-led activities to allow

them to think critically and problem solve and as a result, children's learning is further extended.

The setting carries out thorough initial assessments of all children. Parents and other carers are effectively involved. Children's prior skills and care routines are carefully considered. Effective systems for observations and assessments ensure that planning reflect children's next steps. A good balance of adult-led and child-led activities means that children are taught a balanced range of skills and knowledge in preparation for school.

Children make great progress in all areas of learning and development and are effectively challenged. Children are enthusiastic and engaged and excitedly share their learning records. They are able to effectively re-tell previous learning from photographic evidence and speak excitedly about new experiences. For example, a child tells me about the tadpoles, what they looked like and descriptively explains their life cycle. This was as a result of an adult-led activity, linked to children's next steps.

Staff encourage children to think about stories and they learn techniques for understanding meaning and context. For example, children make wolf masks for the popular children's story of three billy goats and re-enact it with their friends. Children are able to use role play to reinforce active learning and further develop their language skills.

Children have a good range of opportunities for outdoor play. They use the school facilities and those of the local community but also create a small outdoor area which can be freely accessed from the hall. The children have a strong sense of security as they safely use this small area to play. However, children do not have the opportunity to explore the natural environment and create mess while exploring and investigating. As a result, some learning opportunities are missed.

Children experience learning in information and communication technology. They independently use the computer and design pictures of themselves. Some younger children's needs are supported, which are sensitively given by staff. As a result, children create pieces of art which they are able to print off. They gain an understanding of design and technology. Staff promote an understanding of the world and plants effectively. Children plant sunflowers, which they take home. Children use their learning to create a sunflower height chart and measure themselves, recording their height. They talk about the growth of the flowers at home and some children bring the plants back to playgroup to share with their friends. As a result, children learn skills across all areas of learning and develop a sense of pride in their results.

Any concerns about learning and development are quickly identified and there are strong partnerships with external agencies to support individual children. This is in partnership with parents. The key person system is effective and staff show dedication to treat all children as individuals. Weekly staff meetings allow for activities to be tailored to individual needs and children demonstrate they are keen and active learners. Consequently, all children play nicely with their peers and show great social skills and manners in all activities.

Partnership with parents is a strength for this pre-school. Parents' views are highly valued and sought. They contribute to the learning and share information from home. This information is effectively recorded in children's records. Staff share a daily picture frame slide show of children's activities with parents and provide a communication book to support individual families. Friendly staff communicate effectively when parents collect children. As a result, a well-established key person system ensures that parents are actively involved in their child's learning. Therefore, children have a consistent approach in their learning.

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

Settling-in arrangements promote great key person relationships from the onset. Staff take the time to really know their children. They are passionate to provide a caring and supportive role model during the children's time at pre-school. Learning journals are evidence of the commitment that staff have to their key children. Effective records are made of individual learning and memories of the fun and exciting activities children involve themselves in. As a result, children have a strong sense of belonging. Children are confident and have strong bonds with all of the staff, they enjoy free play with their friends but also like close time with an adult. Children all freely move around the playroom. This is as a result of the good choices of activities made available to them by the carefully planned room. As a result all children demonstrate high levels of self-esteem, independence and confidence.

Children effectively manage their own personal hygiene, using the toilets independently. They all know why it is important to wash their hands. For example, children explain about germs and how they will make them poorly. This demonstrates high expectations from the staff to support the children's learning. Children can access drinks and tissues and staff are good role models, encouraging children to care for their own personal needs, while teaching them to stay healthy.

Children behave well because of good routines, stimulating resources and a consistent approach by staff. For example, there is not enough space at the snack table, however, staff sensitively suggest a different arrangement and children are able to effectively resolve their worries. As a result, all children enjoy a social snack time with their friends. Snack time is used to promote healthy eating. Children are involved in the preparation and organisation of the furniture while other children prepare the food. Staff share this experience and sit with the children, who all use utensils to spread butter and make a sandwich. Children enjoy their own creations while staff discuss a balanced diet. This encourages children to make healthy choices in relation to food.

Children have a good awareness of safety and understand the importance of not running inside or walking up the slide. Staff intervene when necessary to give a firm and consistent reminder of the pre-school rules. Risk assessments ensure children are safe indoors and outdoors. The atmosphere is calm and relaxed and as a result, children enjoy their time at pre-school.

Transitional arrangements are very good. The majority of children move to the school on site, share outdoor play spaces with the primary school and enjoy visits from the reception teacher to help with familiarity. For example, the pre-school are given some special pencils from the teacher, to encourage children's small muscle skills and help with familiarity of equipment used in school. As a result, children are well prepared for their next stage in their learning.

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

The manager has a sound knowledge and understanding of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage and effectively monitors the educational programme. She is a key member of staff and works alongside her staff, fully engaging with the children. The manager, along with the staff team, is keen and enthusiastic and clearly loves working with the children. There is mutual respect between the manager and deputy and as a result, staff have a consistent approach to their teaching.

Planning and assessment is thorough and fully meets the needs of all children, it demonstrates that staff have a good awareness of how children learn and great knowledge of the areas of learning. The manager monitors the planning at weekly staff meetings and all staff contribute to future planning. Staff are able to discuss children's well-being and needs. As a result, children make good progress at the pre-school.

The manager has a good understanding of her roles and responsibilities in implementing the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children are kept safe. Documentation is effective and staff have a thorough understanding of how to implement the policies and procedures. They are clear in their understanding of how to keep children safe. Registration documentation is robust and ensures that all required information from parents is gained prior to children starting. As a result, children's health and well-being are protected.

The pre-school has good systems of performance management. There are effective recruitment and induction procedures. Regular appraisals and supervision ensure that all staff are supported to further develop their skills and knowledge. Underperformance is effectively tackled to ensure there is a consistent approach to the teaching and learning during all sessions. As a result, children have the best opportunities for making sound progress.

Children's awareness of safety is high and regular fire drills teach the children about protecting themselves. Staff ensure the building is secure, while allowing children freedom to independently use the toilets. Equipment is regularly checked and risk assessments are in place for both indoor and outdoor activities. Partnerships with parents are a strength of the pre-school and it makes a strong contribution to the good progress that children make in their learning.

There are systems in place to evaluate the practice and all staff contribute to this. Improvements have been made since the last report and staff identify areas where they want to make further improvements. However, the manager does not use the information received from parents to feed into this process. Therefore, she does not have a comprehensive view of how effective the provision is.

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	226483
Local authority	Leicestershire
Inspection number	818328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Doreen Rushin & Beverley Jones Partnership
Date of previous inspection	02/07/2009
Telephone number	0116 2392395 or 0116 2392252

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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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