

# Treetots Playgroup

Blenheim Centre, Tedder Road, Watton, Norfolk, IP25 6HU

## Inspection date

10/06/2013

Previous inspection date

04/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 have a good understanding of how children learn and plan effectively to ensure a balance across the areas of learning. Observation and assessment is used well to plan for the next steps in children's learning. This helps ensure that they make good progress towards the early learning goals.
- Children behave well. Consistent boundaries are in place to help children know what is expected of them.
- Children's transition into the pre-school is managed well. As a result, they are happy, settle quickly and develop good emotional attachments with their key person and other staff.
- Children's communication and language skills are supported well, helping them to become confident communicators.

### It is not yet outstanding because

- There is scope to improve the outdoor play provision to ensure that all areas of learning are planned for, to provide children with consistent play opportunities whether they are indoors or outside.
- Adult led art activities are sometimes over-directed. This means that children are not sufficiently encouraged to develop their individual creativity.

## 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 classroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of records.
- The inspector held a meeting with the pre-school manager.
- The inspector spoke to parents and children.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Treetots Playgroup was registered in 2008. It is registered on the Early Years Register. It operates from Blenheim Centre on the RAF base in Watton, Norfolk. There is a fully enclosed area available for outdoor play. The pre-school is managed by a voluntary committee. It serves the local area and is accessible to all children.

The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am to 3.15pm on Monday and 9.15am to 2.45pm on Tuesday, Wednesday, Thursday and Friday. Children attend for a variety of sessions. There are currently 57 children on roll.

The pre-school 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 further improve the quality of the early years provision the provider should:

- improve the outdoor play provision, to provide children with consistent play opportunities whether they are indoors or outside
- improve the implementation of adult-led art activities, to encourage children to develop their individual creativity.

## Inspection judgements

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

Staff value parents as their child's key educator and gather useful information from them when children first attend the pre-school. As a result, they know the children well and talk confidently about where they are in their learning and development. Parents are encouraged to remain engaged in their children's learning, and staff regularly hold an 'open week' where parents can make an appointment to come in and speak to their key person. Written learning journeys, providing a record of children's learning and development, are sent home each half term. Parents are encouraged to contribute to them.

Staff have a good knowledge and understanding of how children learn. They provide a varied educational programme that is balanced across the areas of learning. Staff record observations of children as they play. These are evaluated well and are used effectively, to plan for children's individual developmental pathways and track their progress. This ensures that every child makes good progress in their learning and development from their starting point and has the key skills needed for the next steps in their learning, such as moving on to school. Staff are aware of the importance of carrying out the progress check at age two. This check is carried out by the child's key person and the findings are shared with parents.

Children are motivated and keen to learn in this welcoming setting. Staff recognise children's need to play independently but are on hand to intervene and support where needed. Children play well together and confidently seek out other children and adults to join in their games. There is a good balance of adult-led and child-initiated activities. However, sometimes adult-led art and craft activities are over-directed, such as when children are making cards for Fathers' Day. In these instances they are not encouraged to develop their individual creativity because staff want to provide parents with a recognisable picture. Despite this, children do have daily opportunities to paint pictures independently at the art easel.

Staff pay good attention to developing children's communication and language skills. For example, during 'circle time', when children first arrive at the pre-school, children take it in turns to stand at the front of the group and talk about any items of interest that they have brought in to share with their peers. Younger and less confident children are supported well by staff. They develop good speaking and listening skills and understand the need to take turns in conversation. As a result, by the time children leave to go to school they are confident communicators who talk readily in small and large groups. During circle time children are encouraged to count the number of children present. Children take it in turns to go around the circle to count how many children there are, and then all of the children use their hands to tap their knees as they count to the identified number. Children who speak English as an additional language are supported well through using visual aids, and using parents and staff to translate.

Staff promote outdoor play and children are able to move freely between indoor and outdoor spaces. However, the outdoor play provision is not planned for as effectively as it is for indoors, to ensure that all areas of learning are identified and considered. Staff have identified that this is an issue. They are working on ways to overcome it to ensure that those children who prefer to be outdoors have the same opportunities as those children who like to be inside.

Children understand that print carries meaning and staff provide opportunities for them to see print in the environment. Labels around the room are well-written. Children's writing skills are developing and children readily draw lines and circles using gross motor movements. Staff provide children with pens, pencils and paper and create opportunities for role play, such as the current 'school' that is running alongside the regular home corner. Children enjoy pretending that they are the teacher. They ask other children, and staff who are engaged in this play, to draw shapes on the paper, confidently using shape names, such as circle and rectangle. Children enjoy drawing and making marks and staff

highly value children's efforts. For example, when a child draws a spider's web on the chalk board staff congratulate him on his good drawing and suggest that they take a photograph of it.

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

Children are happy in this welcoming environment. They settle quickly because transitions into the pre-school are managed well. The key person system is implemented effectively, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children build secure relationships with staff and develop good friendships with their peers. Children behave well. Consistent boundaries are in place to help them know what is expected of them. For example, they know not to run when they are indoors. They readily share and take turns with popular resources, and play well together. Good behaviour and individual efforts are valued and praised, promoting children's self-esteem and confidence.

Children are supported well, to prepare them for the next stage in their learning and development. As a result, they are developing the necessary skills which helps them embrace new experiences with confidence. Good links have been made with local primary schools, to help support children's transition to school. Children benefit from a wide range of play materials to support their learning and development. Toys and resources are stored well, to enable children to choose what they want to play with. This further supports their confidence and independence.

Children's health needs are met well. Outdoor play is encouraged and children have freeflow of movement between indoor and outdoor spaces. Staff share the responsibility for promoting healthy eating with parents. Nutritious snacks are provided by the preschool and parents are encouraged to provide healthy options for children who stay for lunch. Children are helped in their self-care skills. They are encouraged to have regard for their own personal hygiene and independently wash their hands before eating. Older children manage their own toileting needs and staff give good support to children who are potty training. There are good arrangements in place to help children learn to keep themselves safe through practised routines, such as the emergency evacuation procedures.

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

The Statutory framework for the Early Years Foundation Stage is implemented well because staff have a good understanding of the requirements, to ensure they are meeting their legal duties. The learning and development requirements are met well, and are effectively monitored, to assess the quality of teaching and learning. As a result, children are making good progress in their learning and development. Self-evaluation is used well, to identify the pre-school's strengths and areas for development. Management seeks the views of staff and parents and works closely with the local authority to bring about continuous improvement. Changes made to the pre-school, as a result of self-evaluation, are monitored to evaluate the quality of the impact on children's well-being, learning and

development.

The pre-school premises are safe and secure. Risk assessments are carried out, to identify hazards and the steps needed to limit risks. A recent review of the fire alarm system has identified that it is not working as effectively as it should. The pre-school has sought advice from the fire department at RAF Honington, who manage the premises, and also the local fire department. Additional fire detection and alarm equipment has been installed, that will be used until the permanent equipment can be repaired or replaced. Additional risk assessments have been carried out, and staff are also following instructions from RAF Honington, with regard to how many adults and children may be on the premises at any one time. This helps to ensure the safety of all children, staff and parents.

Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They know how to report concerns and are confident to do so. The recruitment procedures for new staff help to ensure that they are suitable to work with children. A record of an enhanced Criminal Records checks and barred list checks is in place for all staff. A programme of regular supervision and annual appraisal is in place, to help identify the strengths and weaknesses of staff and plan for their continuing professional development.

Staff are committed to working together with parents, to provide continuity of care and learning for children. Parents are kept informed about their children's day through verbal discussion and through written information. Parents report that they are happy with the service that is provided and find staff friendly and caring. Their children 'love coming here'. Parents state that they are kept well informed about their children's progress, through the sharing of written 'learning journeys' that give a good record of their children's learning and development. Partnership working with other professionals, who provide care and learning for the children, have been established. This ensures a good level of support to help children make the best progress that they can, given their starting points.

## 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>     | EY379746                     |
| <b>Local authority</b>             | Norfolk                      |
| <b>Inspection number</b>           | 921946                       |
| <b>Type of provision</b>           |                              |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 0 - 5                        |
| <b>Total number of places</b>      | 26                           |
| <b>Number of children on roll</b>  | 57                           |
| <b>Name of provider</b>            | Treetots Playgroup Committee |
| <b>Date of previous inspection</b> | 04/03/2009                   |
| <b>Telephone number</b>            | 07743 097618                 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

