

Lollipops Playgroup

Scout Hut, Derwent Drive, Hayes, Middx, UB4 8DR

Inspection date

10/06/2013

Previous inspection date

02/10/2012

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

- Children feel safe and secure because they form good attachments to staff.
- There are good systems in place to involve parents in their children's learning and offer them guidance on how to extend learning at home.
- Staff are good role models for children, and as a result, children behave very well and have good social skills.
- Staff's good knowledge of each child is used well to encourage their communication and language skills.
- Staff are skilled at ensuring that children with special needs and/or disabilities are fully included in all aspects of playgroup life.

It is not yet outstanding because

- Staff do not fully extend mathematical activities to thoroughly promote all aspects of children's mathematical development.

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 reviewed a range of policies and procedures.
- The inspector observed interactions between staff and children.
- The inspector spoke with several parents.
- The inspector observed children at play inside and out.
- The inspector spoke to staff and the manager.

Inspector

Vicky Wills

Full Report

Information about the setting

Lollipops Playgroup opened in 1988. It operates from one main room in a scout hut in Hayes, in the London Borough of Hillingdon. The playgroup operates Monday to Friday, term-time only. The group is open from 9.30am to 12 noon, with afternoon sessions on Monday and Thursday from 12.15pm to 2.45pm. The playgroup supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The playgroup is registered on the Early Years Register. There are currently 60 children on roll aged from two to five years. The playgroup receives funding for the provision of free early education to children aged two and three years. The playgroup employs eight staff who work a variety of sessions, of these, four staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance mathematical activities to fully encourage children's understanding of capacity, size, and weight.

Inspection judgements

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

Children make good progress in their learning as a result of well-planned, purposeful activities. Staff encourage children's language particularly well. They use stories and conversations with the children to build on their vocabulary and help them to put words together to make sentences. They adapt different ways of encouraging children who are less communicative, for example by talking to them on pretend phones or using non-verbal communication such as pointing. Staff provide children with a good selection of resources to develop their imaginations as they make-believe. Staff are on hand to support children in their play and encourage their learning as and when appropriate.

Staff gain useful information from each child's parents when they start at the playgroup. This helps children to settle quickly because the child's key person is aware of what they like to do and what stage of development they are at. The key person system is effective in helping children and their families feel involved in the playgroup. Children know who their key person is and enjoy being in groups with them for some of the activities that they do. The key person system works well in helping staff to identify any developmental concerns about children and supports parents in getting the help they need at an early stage. This gives children the best chance of developing the skills they need to move onto

school. Children form good attachments with their key person who, as a result, gets to know them well.

Staff provide a good range of materials such as cardboard, paper, pens, chalks and paint to encourage children's early writing, both indoors and outdoors. Staff are skilful at encouraging some children who are not sure if they want to take part by making drawings themselves to model to children their own ideas. They support and encourage children's individuality and self-confidence, which builds children's positive self-esteem. Children enjoy plenty of opportunities to extend their counting skills and work with numbers. However, staff do not fully extend activities that encourage children to further explore size, capacity and weight. For example, children pour water into cups, but staff do not encourage them to compare the different capacity of containers or to predict which will hold more or less.

The outdoor area provides a good learning environment for children. They enjoy developing their physical skills as they play with the toys and equipment. Staff are on hand to support children's play, for example by playing balls games with them. Staff are good role models for children, teaching them good manners and social skills. They encourage children's listening skills and show them respect as they listen and respond to them. Staff extend children's physical skills, for example by encouraging them to pull up their own sleeves. This helps to provide children with the skills they will need as they move onto school. Staff are particularly good at supporting children with special educational needs and/or disabilities. They ensure that these children are fully included in all activities and sensitively consider their needs, adopting good strategies to ensure they do not feel left out.

Children learn to respect and embrace diversity. They are provided with a range of toys, which reflect the different cultures and the diversity of the children who attend the playgroup. Staff use positive pictures of people in the local community to celebrate differences and to help children understand that people are all unique. Children have a good understanding that everyone is different from each other and they are eager to recognise how they differ from their friends.

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

Staff help children to feel safe and emotionally secure. The staff group is consistent so that the same staff welcome each child and family into the playgroup. Staff have daily conversations about how they are getting on and using their existing knowledge of the children's interests to focus children's attention when they arrive each day. As a result, children are confident and quickly build relationships with their friends.

Children feel safe with the adults who care for them as they are kind and softly spoken when talking to them, and children with comforters are encouraged to keep them for reassurance. Children show good memory skills, describing recent events such as the fire bell going off and what they need to do when this happens. Staff use these routines to promote children's understanding of their personal safety by discussing what the bell

means and why they need to get out of the building if the bell sounds. They follow this up with appropriate stories. This supports children's understanding of risk and problem solving skills.

Staff manage children's behaviour very well. As a result, children behave in a way that is calm. Staff help children to resolve their differences, when they have them, by being nearby and talking to children about what they are having difficulties with. Children use their expanding language to discuss sharing, and work out themselves that they can all have a turn. This helps children to manage their own feelings and resolve their differences.

Parents have positive relationships with the staff of the playgroup and this helps children to settle in and parents to share information with the group. Parents have daily opportunities to see their children's key person, which encourages children's learning and development at home and while in the playgroup.

Staff teach children the importance of adopting a healthy lifestyle. Children are taught about the importance of good personal hygiene and the reasons why they need to wash their hands. Staff are sensitive to children's care routines and are present when children use the toilet to help them if needed in a way that respects their privacy, while keeping them safe.

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

The manager has a strong understanding of how to keep children safe from harm and what she must do if she has concerns about a child. The manager has prioritised the importance of safeguarding and has ensured that all staff are appropriately trained. She provides regular supervision with staff to develop their skills and knowledge. The manager is based in the group with the children and is a key person for a small group of children. Consequently, she is able to demonstrate good practice to the staffing team and a named deputy is present if she is not available. The staffing team have paediatric first aid training and are confident in handling accidents or incidents in the group.

All staff contribute to the risk assessment process in order to keep children safe. There is a detailed check list which the manager or deputy completes each day to check the environment for any hazards. There are good procedures in place to protect children; for example, two members of staff are always present when children have their nappies changed.

The manager has good understanding of the importance of self-evaluation and reflection and how these can improve what is happening in the group. All staff, parents and some children contribute to the self-evaluation process, and the manager understands that having feedback is very important to improving the quality of what they offer to children and their families. Parents give daily feedback as well as completing a feedback survey on a term-by-term basis, and this promotes the parents' role within the group.

There are good systems in place to monitor the effectiveness of the educational programmes. All staff undertake regular observations of the children at play and use what they have seen to plan activities that will help them to make good progress. The manager oversees the key persons' planning and observations, and staff feel confident to discuss their key children's needs with the manager. As a result, staff are confident and knowledgeable in their role to support children's learning.

Staff have developed some good links with local schools to encourage children's continued learning when they leave the group. Staff work well with parents to get children ready for their next steps by having parents meetings to discuss their development and share ideas. Parents are encouraged to help their children develop by spending time within the group, alongside their child. The well-organised learning environment is supportive of all children's needs. They are provided with a good selection of toys and resources that encourage their ongoing development, supported well by staff.

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	139068
Local authority	Hillingdon
Inspection number	921912
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	60
Name of provider	Lollipops Playgroup Committee
Date of previous inspection	02/10/2012
Telephone number	07591 605549

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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

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