

Motcombe Playgroup

Motcombe Swimming Pool, Motcombe Road, Old Town, Eastbourne, East Sussex, BN21 1PU

Inspection date

15/07/2013

Previous inspection date

01/10/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Staff provide a warm and welcoming provision for children who benefit from the staff's considerate and attentive care.
- Children's critical thinking and problem-solving skills are well supported by staff who are skilled at asking open questions and giving children time to think.
- Children benefit from a varied range of physical activities which support a healthy lifestyle.

It is not yet good because

- Children's self-directed play can occasionally become chaotic and lack purpose because staff do not consistently recognise when they need to intervene.
- New management systems for tracking children's development and monitoring the effectiveness of the provision are newly established and their impact is not fully evident.

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 children's play in the two playrooms and outside.
- The inspector met with managers to discuss safeguarding issues and how they evaluated their practice.
- The inspector sampled a range of documentation.
- The inspector and manager carried out a joint observation of children's activities.

Inspector

Susan McCourt

Full Report

Information about the setting

Motcombe Playgroup opened under the current ownership in 2005. It operates from the ground floor of a converted house attached to Motcombe Swimming Pool in Eastbourne. Toilet facilities are on the first floor of the building. The playgroup opens five days a week during school term times and is in receipt of funding for early years education. Sessions are from 9.15am to 2.15pm and include a swimming activity on Tuesdays, Wednesdays and Thursdays. All children share access to an enclosed outdoor play area. The playgroup is registered on the Early Years Register. There are currently 13 children on roll in the early years age range. The playgroup currently supports a number of children who learn English as an additional language. The playgroup employs five staff. Of these, three staff, including the manager, hold appropriate early years qualifications. Staff who work with the swimming lessons are qualified swimming teachers. There are two staff who are working towards a level 3 childcare qualification.

What the setting needs to do to improve further

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

- support children's self-initiated play so that their activities are consistently purposeful
- monitor the effectiveness of newly established ways of working to assess their impact on the children.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. They provide a suitable range of resources and play equipment and support children in their self-initiated play. Staff plan activities across all areas of learning so that children develop their skills and make progress through the Early Years Foundation Stage. Staff have established new methods of assessing and tracking children's learning in the last year and this is beginning to show an effective impact on children's development.

Staff have sound and suitable teaching skills. They frequently use open questions to help children think through how they might do something, and give children time to consider and respond. For example, when there is no more room in the role play area, staff ask children to think how they could adapt things so that their friends can join in. Children

decide that a pretend picnic in the playroom would create space, and they work together to move everything to the new place. In this way, children learn to experiment with solutions and cooperate as a group. Staff build children's play skills by providing a range of experiences that successfully engage children. They then extend children's play as it develops to build children's communication skills. Children playing with bubbles spill some of the mixture and other children chalk on the wet areas. This produces a paint-like effect which draws other children round. When children make footprints with this new paint, staff ask them to describe how it feels and say what it looks like. In this way, children use different words to express themselves and gain confidence in their language skills. Children use number and measurement spontaneously as they play. They count their steps in 'What's the time, Mr Wolf?' and carefully show how they count down to zero in songs, using their fingers. Children use construction toys to build long chains or tall towers, and compare the length with others that have been made. Staff encourage children's self-initiated play and are generally attentive to how it is developing. There are times however, when play becomes somewhat chaotic and staff do not intervene consistently to shape and direct play. This has an impact on other children's enjoyment and all children's learning.

Staff make regular observations of children's achievements in play and relate them to the seven areas of learning. Staff then make summary assessments to show children's attainments in each area. The check at age two and the transition document for schools reflect this summary approach. Staff identify any achievement gaps and take appropriate steps to address them. For example, children with a communication delay are referred to a speech therapist. Staff identify next steps for all children and plan as a group to meet the children's educational needs. This helps children to achieve their expected levels of development, given their starting points and capabilities. Staff give regular verbal feedback to parents about children's progress and are establishing regular parents' evenings to strengthen this partnership.

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

The staff have established a very effective key person system. The key person coordinates the children's records of development and planning, although as the group is small, all staff know all children very well. Staff are very attentive to children's moods and dispositions and can anticipate when children need support and comfort. This helps children to feel confident and secure in the playgroup, and they separate confidently from their parents as a result. Staff have created an appropriate learning environment where children can be independent in reaching toys and play equipment. This helps them to devise their own activities and pursue their own ideas. Staff and children work together on projects to create resources, such as making a princess carriage large enough to sit in for imaginative play. Outside, children enjoy digging, planting, chalking and sensory play with sand and water. In this way, staff provide for all areas of learning in outdoor play, which supports children who like to be active to learn well.

Children benefit from a healthy lifestyle. Parents provide healthy snacks and meals with guidance and support from staff. Staff store any perishable items in the refrigerator and

support children to eat savoury items first. Children can have a drink of water at any time, and water and milk are available at snack and meal times. Children enjoy outdoor play on a regular basis, including trips to the neighbouring park for more active games. Children benefit from regular swimming lessons with familiar staff who are trained swimming teachers as a regular part of their routine. Children have a growing understanding of how to manage their own safety as they know to wear their sun hat all the time when outdoors in summer, for example. Children adopt good hygiene routines. They understand that washing their hands get rid of germs and helps to keep them healthy.

Children are well-behaved. Staff are skilled at checking children's understanding of their feelings and their friends' feelings, which helps children to show empathy and concern. Staff use clear, firm methods to support children's behaviour management, and give skills to children to be assertive. For example, staff hold a hand up and say 'stop', and children are able to do the same. Staff give accurate and timely praise so that children understand when they are being helpful and well-behaved. Children work together cooperatively in tasks such as carrying water to water the plants. They take turns and understand that rules are necessary for games such as 'What's the time, Mr Wolf?' Overall this means that children acquire sound skills to support them in their transition to school.

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

The managers of the playgroup have a suitable understanding of how to meet the safeguarding and welfare requirements. The inspection took place following notification of an incident. Although the incident did not involve any harm to a child, it was clear that the managers had not followed their safeguarding procedures correctly. The inspection found that managers recognised their mistake and had immediately taken action to review their understanding of their policy with the whole staff team. As a result, a similar incident was dealt with in a timely and thorough manner. All staff undergo checks at the time of recruitment to assess their suitability to work with children. Staff have additional training in child protection with regard to the swimming activities due to the heightened vulnerability of children. Staff understand the policies and procedures and review them when any updates are made. Staff carry out daily checks based on the thorough risk assessments. Children are well aware of what to do in case of an emergency as staff carry out regular evacuation drills.

The manager works alongside staff in all aspects of the work and supervision arrangements are in place. The manager has recently taken over the appraisal process and demonstrates a good understanding of the skills and strengths in her staff team. She supports staff to further their qualifications and undertake additional training. The manager works closely with the local authority to establish an effective planning and assessment process for children and continues to address recommendations from a recent inspection. For example, staff use open questions to help children develop their critical thinking, and resources are stored in easily accessible places for children. The manager also considers ideas from parents, such as bringing in new school uniforms for children to show to their friends. She demonstrates a good understanding of how to establish good

practice, but the systems are not fully embedded, which means that the full impact on children is not yet evident.

Staff work closely with parents and carers to establish consistent care for children. They share information verbally at each handover, so that staff and parents are up to date with children's care needs and recent achievements. Parents appreciate the close attention children receive in a small group, as well as the additional swimming activities. The manager has established parents' evenings this year to further develop the partnership with parents. Managers and staff work closely with other agencies and professionals such as speech therapists, in order to provide coherent care. Staff work on shared strategies so that children benefit from a consistent approach. The manager has quickly established a working relationship with receiving schools in order to support children and parents in making the transition smoothly. She reflects on the methods she uses to shape new ideas for the next cohort of children.

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	EY302564
Local authority	East Sussex
Inspection number	927503
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	10
Number of children on roll	13
Name of provider	Serco Leisure Operating Ltd
Date of previous inspection	01/10/2012
Telephone number	01323 410748

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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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