

Tiny Tots Playgroup

Ogle Street, Hucknall, NOTTINGHAM, Nottinghamshire, NG15 7FQ

Inspection date

24/07/2013

Previous inspection date

20/01/2011

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

- The practitioner team work well together ensuring children are safe, indoors, outdoors and while on outings because they undertake suitable risk assessments to minimise hazards to children.
- Practitioners ensure the range of children's care needs are met well. Secure attachments are successfully embedded, which help children feel secure and safe.
- Children are happy, settled and behave well. They make independent choices in their play both indoors and outdoors while they access a suitable range of toys and activities.

It is not yet good because

- Some children's next steps in their learning are not clearly identified. This is because there is inconsistent planning of play to ensure that all children are provided with activities pertinent to their individual learning needs.
- There is scope to further extend children's mathematical skills regarding space and measure during water play activities.
- Craft materials and resources are not always sufficient in quantity, which restricts some children in undertaking their chosen activity straight away because they have to wait.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager and practitioners, and interacted with the children at appropriate times throughout the inspection indoors and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, including safeguarding procedures, risk assessments, children's records, children's development files, self-evaluation record and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Tiny Tots playgroup was registered in 1977 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church hall in the John Godber centre in Hucknall, Nottinghamshire. The playgroup is committee run. The playgroup serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday for 48 weeks of the year. Sessions are from 9am until 12 noon, Monday, Tuesday and Thursday, 9am until 1pm on a Wednesday and 9am until 3pm on a Friday. Children attend for a variety of sessions. There are currently 21 children attending who are all in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that play is planned pertinently for individual children by clearly identifying children's next steps in their learning.

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

- extend further children's mathematical skills regarding space and measure during water play activities by asking more open-ended questions
- increase craft materials and resources so that children do not have to wait to undertake their chosen activity.

Inspection judgements

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

The quality of teaching is satisfactory. Children's next steps are not always clearly identified and although observations are completed by practitioners, these are not always used well enough to plan play pertinent for individual children. They are making steady progress in their learning and development but this progress is not the best it could be because not all activities provided offer consistent and appropriate challenges. There is a

suitable balance of adult-led and child-initiated play. Practitioners do provide activities building on children's interests because they use the information gathered from parents before the child starts at the playgroup. Practitioners use development files to record information to help track children's progress. These are also shared with parents to help them keep up-to-date with their child's progress and include ideas to help parents to continue their child's learning at home. Practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, children help serve food during snack time and remind younger children to say 'please' and 'thank you' when they offer them food from the plate.

Children engage with their chosen activities and settle well because practitioners carefully engage with children, listening to their questions and responding to their requests. Furthermore, practitioners guide children in some areas to enhance and extend their learning. For example, children enjoy playing outside and attempt watering the plants. Practitioners suggest the water tray for children to continue their enjoyment with water. Children respond quickly and gather a range of objects for tipping and pouring. Practitioners enhance some aspects of children's mathematical skills, such as counting. They help children count the number of cups of water it takes to fill other containers but miss the opportunity to ask questions about why some containers take more or less cups of water to fill. As a result, children are not encouraged to independently work out how to problem solve various aspects of space, shape and measure. Children also enjoy riding trikes and carefully manoeuvre them around objects. This enhances their physical and muscle control skills.

Children freely move between indoors and outdoors. They choose where they want to play and are supported by practitioners who deploy themselves well to ensure that children's safety is maintained. Outside, children also enjoy story and singing time. They show good levels of concentration, engaging and participating with the story, showing familiarity as they finish each page of the story by shouting out the words. Practitioners praise their achievements, which helps children become even more interested and involved with the story. During singing time, children actively participate and extend their own learning by initiating action rhymes. They follow one another in moving their arms and legs and dance to the rhythm of the rhyme, freely expressing themselves. Inside children make marks using pens and paper. However, when wanting to extend their own learning they have to wait because there is not enough craft materials and resources for them to use. This restricts the flow of their independent play. Children thoroughly enjoy imaginative play. They put various hats on and pretend to be police officers guiding their friends up and down the low steps and move outside making the sounds of sirens. They have fun taking it in turns and show appropriate levels of cooperative play.

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

Children are provided with varied snacks, which are healthy and well-balanced and pertinent to their individual dietary needs as discussed and agreed with parents. Children

enjoy helping serve the snack by handing round the toast to their friends. Furthermore, they pour their own drinks of milk showing appropriate levels of control and skill as no milk is spilt. Practitioners are suitable role models and oversee the daily tasks and routines of ensuring the playgroup is well maintained and welcoming to children, parents and visitors. Children regularly participate in emergency evacuation drills, which helps them understand how to keep safe should they need to leave the building quickly. Children are also learning about keeping healthy and safe through appropriate self-care routines and daily activities. For example, regular hand washing routines help children learn how to stop germs from spreading and making them poorly. Practitioners fully understand the benefits for children to have time outside because it helps them develop their large muscle skills and promotes their overall health. For example, practitioners secure the doors to the securely enclosed outdoor area, which entices children to choose whether they wish to spend time indoors or outdoors. Practitioners monitor the time children spend outdoors ensuring that all children have a balanced time in both areas.

Relationships are forming well between children and practitioners. The key persons know their children well and speak warmly about the children. They understand the importance of establishing close links with parents to gather useful information about the child before they start at the setting. This enables the key person to help individual children settle when they first start at the playgroup. Suitable links are in place with other professionals, such as teachers, which helps children as they move on from the playgroup to school. The playgroup is welcoming to children. Toys and resources are in a good state of repair and are presented attractively, encouraging children to have a go, explore and investigate. The playgroup promotes an inclusive environment for all. For example, positive images of other's similarities and differences are displayed around the playgroup together with signs and symbols. This enables children to enhance their awareness to the wider world and communicate with one another, recognising that print has meaning. Children's individual needs are fully respected and activities are adapted to support their individual needs and interests. Children behave appropriately and their self-esteem is high. They are happy, settled and confident in their play. This is because the practitioners ensure that all children are treated with equal concern. Practitioners praise and encourage children's achievements and maintain and promote clear and consistent messages to them.

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

The overall self-evaluation works well. Steady improvement has been made since the last inspection with all previous recommendations met. As a result, children are benefiting well and all requirements for the Statutory framework for the Early Years Foundation Stage are met. For example, children are now able to move between the outdoors and indoors independently because practitioners deploy themselves well, ensuring that children feel safe and secure. The manager understands and values the importance of seeking suggestions and ideas from practitioners, parents and children. For example, written questionnaires are given to parents asking them about ideas and suggestions to improve the practice. These are completed and returned to the playgroup where the manager and

practitioner team undertake action to address these. For example, practitioners have extended a session on Friday to include lunch, which helps children adapt to a longer day for when they move on to school. The manager understands the importance of ensuring that the educational programmes are closely monitored to make sure that children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. This helps children make steady progress in their learning and development.

Appropriate recruitment, induction and performance management of practitioners, overseen by the playgroup committee, ensures the suitability and performance of all practitioners working with children is of an appropriate standard. Furthermore, regular appraisals completed by the committee and manager and daily discussions between all practitioners provide appropriate opportunities for the manager to identify any training needs, in order to improve practice. For example, practitioners have attended recent training regarding enjoyment and achievement with a particular focus on children's personal, social and emotional development. Practitioners implement their enhanced knowledge and skills to support children's learning more. They achieve this by interacting, listening to children and engaging with them to enhance their learning while building on children's confidence and self-esteem.

Practitioners understand the importance of communicating with parents in a sensitive and clear way to ensure that children's ongoing and changing needs are met well. For example, practitioners verbally share information about how children are progressing and what children have played with during the session. Parents are provided with a range of information, which is accessible in a variety of ways. For example, a noticeboard provides information about the areas of learning, helping parents understand how children learn through play. Newsletters given to parents keep them up-to-date with up and coming events and changes to the playgroup, such as changes to the hours the sessions operate. Practitioners work well with other agencies, such as speech therapists to enhance children's communication skills. Practitioners welcome the support and guidance and use their new skills in their practice. As a result, children and families benefit well. Parents spoken to value the service that is offered and are positive in their comments, praising all practitioners on how flexible and welcoming they are.

The safeguarding of children is good. Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Regular training keeps them up-to-date with current policies and procedures. A clearly written policy covers requirements in the Statutory framework for the Early Years Foundation Stage. For example, the action that is taken regarding the use of mobile phones and cameras in the pre-school. This is implemented well by all practitioners. Practitioners deploy themselves effectively to ensure the overall needs of children are met and that adult to child ratios are maintained efficiently both indoors, outdoors and when on outings. Furthermore, children are unable to leave the premises without an authorised adult because practitioners monitor the main door effectively. Suitable risk assessments are completed every day before children arrive to ensure that all potential hazards are identified and minimised both indoors and outdoors. Practitioners check all areas daily using a written list as a guide, which is regularly reviewed. Practitioners monitor the safety of children and all

resources that are used to support their learning and care needs. As a result, children are cared for in a suitably stimulating, safe and secure environment.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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| Unique reference number | 253047 |
| Local authority | Nottinghamshire |
| Inspection number | 915104 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 21 |
| Name of provider | Ogle Street Under Five's Playgroup Committee |
| Date of previous inspection | 20/01/2011 |
| Telephone number | 0115 9639633 |

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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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