

# Crossways Playgroup

Village Hall, Moigne Combe Road, Crossways, Dorchester, Dorset, DT2 8JA

## Inspection date

11/07/2013

Previous inspection date

25/03/2013

## 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 very good understanding of children's individual learning needs, learning styles and preferences and provide them with individualised support during their play and activities.
- Children are keen to learn, solve problems and think critically due to the skilful interactions of staff.
- Children benefit from being able to make choices in how and where they wish to play, accessing a well resourced play environment both indoors and outdoors.
- The friendly staff team work well together and provide children with sensitive support which helps them to feel settled and secure.

### It is not yet outstanding because

- Links have not been made with all other settings which children also attend, to help promote consistency in supporting children's learning and development.
- Children do not always have access to the tools they need to encourage them to engage in early writing activities during their play.

## **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 playroom and the outside learning environment.
- The inspector completed a joint observation and held meetings at appropriate times with the manager and the registered person.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Samantha Powis

## Full Report

### Information about the setting

Crossways Playgroup registered in 1993 and operates from the village hall in the rural village of Crossways, near Dorchester, in Dorset. The playgroup has use of a playroom, hall, toilets, a kitchen, and an enclosed outdoor play area. The playgroup is run by a committee. The playgroup is registered on the Early Years Register. There are currently 20 children attending, all of whom are in the early years age range. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

The playgroup is open Monday to Friday, term time only. It is open from 9am to 12pm on Mondays, Wednesdays and Fridays. It is open from 9am to 3pm on Tuesdays and Thursdays. A lunch club operates from 12 noon to 12.55pm on Tuesdays and Thursdays.

The playgroup employs four members of staff, three of whom hold a level 3 childcare qualification. The setting receives support and advice 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 links with other settings which children also attend to further support consistency in supporting children's learning and development
- provide more opportunities for children to be involved in using early writing and mark making in their play.

## Inspection judgements

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

Children are keen learners and settle quickly within the small welcoming playgroup. Staff have a very good understanding of children's individual learning needs, learning styles, preferences and interests. This enables them to adapt activities to specifically support individual children's needs. For example, staff have made a number train to capture the interests of particular children in the setting to support their awareness of numbers. This individual approach means that children are making good progress in all areas of their learning. Children take a lead in deciding the activities they engage in. Staff make sure the appropriate resources are available to enable children to achieve their own goals. Staff interact very well with children as they play, posing questions and engaging children in

discussions about what they are doing, helping to secure their learning. Children enjoy challenge and engage in problem solving as they play. For example, when a paper plane they have been flying goes over the fence, staff ask for their ideas as to how they can get it back. They look around them and identify a long brush, but when this doesn't work they suggest using two brushes and taping them together to make them longer. This demonstrates their ability to think critically to find solutions to problems.

Staff regularly observe children as they play. These observations enable staff to monitor children's progress and development, which in turn helps them to plan for children's next steps. Additional information provided by parents when children first start, and ongoing observations on the 'home link' notes. This helps staff to plan activities that capture children's interests and prepare them for the next stage in their learning. Staff have implemented the two-year-old progress checks and share details with parents. Parents are fully involved in children's learning. They enjoy daily discussions with staff and receive written information via the communication book. There are more formal opportunities to review their own child's learning folder with the key person. Children take books and puzzles from the playgroup to enjoy at home. This encourages all family members to be involved in children's learning.

Staff support children well in developing confident communication and language skills. Children talk about the pictures they draw and staff record the language children have used, helping children to link letters and sounds. Although children have some opportunities to use writing tools, these are not always provided in areas such as role play, to encourage children to use their emerging early writing skills in their play. Staff capture children's interest in the natural world well. Children make full use of the small outdoor area, which they can access freely throughout the day. They help to grow, pick and eat their own fruit and vegetables and show fascination at the caterpillars as they crawl around on the plants. Children use the bug pots and magnifying glasses to observe closely as the insects chomp away at the leaves. Staff encourage the children to be gentle with the creatures, helping children to be caring and kind. Children show a keen interest in books and stories. A comfortable book area is available to encourage children to look at books independently. Staff involve children in the story time session, encouraging them to predict and comment on the storyline. Children frequently use numbers and counting in their play. They join in enthusiastically with number rhymes as they act out the song about the 'cheeky monkeys' whilst playing on the climbing frame. This engages children in simple calculation. Children access equipment which supports their confidence in using technology, such as electronic toys and keyboards.

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

Children develop strong bonds with their key person and feel safe, settled and secure in the familiar playgroup routines. Children quickly gain confidence due to the sensitive support they receive from all members of the small team of staff. This means they separate from carers confidently and are increasingly involved in activities. Children are encouraged to be independent. They make choices in their play and are encouraged to take responsibility with regards to their personal care needs. For example, children pour

their own drinks at snack time. Children are very polite, encouraged by staff who act as good role models. They show a caring attitude and respect towards each other. For example, when a child forgets to pick up their picture from the drawing table, another takes it over to them, 'thank-you very much' they say appreciating the other child's kindness. They learn to share and take turns. Staff provide tools such as a sand timer to ensure children have a fair go on the equipment. This helps children to play well together and form good relationships. Children access resources and equipment that reflect other cultures and backgrounds. They take part in activities relating to festivals such as Divali, Chinese New Year and Christmas. This helps them to build a respectful awareness of difference. Photos displayed in the playgroup and regular walks and outings help children develop a sense of belonging and build an awareness of their own local community.

Staff are vigilant about safety and complete regular risk assessments. Immediate and appropriate action is taken when issues arise to ensure the safety of all those attending is fully protected. Children learn about safety as they play. They enjoy the challenge of the large climbing frame, and ask for help if needed. They talk about sun safety and develop an understanding of the importance of wearing hats, sun cream and drinking lots of water when they play outside in the sunshine. Children benefit from many opportunities to engage in energetic activities to promote their health as well as their physical skills. They use the ride on toys with increasing control and coordination in the hall. Some children learn to use stilts. They listen carefully to the instructions from staff and gradually build in confidence as they move around the garden, challenging themselves with increasingly difficult movements. The areas used by the children are well-maintained. There are a good range of resources available both indoors and out. Many are stored in clearly labelled drawer units, enabling children to make choices in what they want to play with, as well as where they want to play.

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

The small staff team work well together. They have a good understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and welfare. Staff fulfil their individual roles and responsibilities to support children's needs well. Ongoing appraisals help to identify staff training needs. This encourages all members to gain new skills to benefit the playgroup and therefore, the children attending. Regular reviews and updates to policies and procedures reflect changes in requirements and support practice. Parents and staff are made aware of any changes through meetings and newsletters. This helps to ensure a consistent approach. For example, parents and visitors are aware of recent changes with regards to the restricted use of mobile phones and cameras in the setting, to help support children's ongoing welfare.

Recruitment and vetting procedures are thorough to confirm the suitability of staff working with the children. Documents such as a record of visitors and details of any existing injuries help to support children's ongoing safety. Safeguarding procedures are clear and well known throughout the playgroup. All staff attend training and understand their

responsibilities with regards to any child protection concerns. This means that staff are able to take appropriate and prompt action to promote children's welfare.

The inspection was brought forward following a concern about the safety of the premises received by Ofsted, which resulted in an investigation visit being completed. As a result of this visit no further action was required. Work was carried out in the hall regarding very small amounts of asbestos found in the ceiling. However, the playgroup relocated children to ensure their safety and provide continuity of care. The provider has had the ceiling replaced and the room professionally 'deep cleaned'. A health and safety officer has visited and signed off the area as being safe for children's use. The setting took appropriate action and is still compliant with requirements. The playgroup committee and staff are keen to make improvements and have put in place systems to further support children's language during play. This was a recommendation at their last inspection. They have also started implementing systems to evaluate and reflect on their own practice, to help them continue to make future improvements. Staff regularly share their ideas for changes, based on new skills gained from attending training. The playgroup receives advice and support from early years professionals and willingly reflect on their ideas for improvements. Reviews of planning and progress records help to ensure that educational programmes meet children's individual learning needs.

The playgroup staff build strong relationships with parents. Staff are welcoming, friendly and are always on hand to chat to parents and reassure them of their child's well-being. Newsletters and notice boards keep parents well informed about forthcoming activities and events, helping them to feel fully included. Parents state that they value the relaxed nature of the setting and appreciate how well the staff understand their children's individual needs. The playgroup is aware of other settings which children also attend. However, they have not established links with all of these as yet to enable the effective sharing of detailed information to further support consistency for children's learning.

## 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>	139331
<b>Local authority</b>	Dorset
<b>Inspection number</b>	924784
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Crossways Playgroup Committee
<b>Date of previous inspection</b>	25/03/2013
<b>Telephone number</b>	01305 853466

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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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