

# Broome & Ditchingham Playgroup

Ditchingham Village Hall, Loddon Road, Ditchingham, Bungay, SUFFOLK, NR35 2RA

## Inspection date

09/07/2013

Previous inspection date

08/03/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

- Children's transition into the playgroup is managed well. As a result, they are happy, settle quickly and develop good emotional attachments to their key person and other staff.
- Children behave well. Consistent boundaries are in place that help them to know what is expected of them. As a result, they are confident in their own abilities.
- Children's communication and language skills are supported well. As a result, they are becoming confident communicators.

### It is not yet good because

- The premises and equipment does not always meet the needs of children, because the playroom is often not set up ready to receive children by the time of opening.
- Records relating to children's learning and development are not easily accessible and available at each session, which does not ensure that this information is readily accessible to parents should they wish to view it.
- Children who learn best through being outdoors are not given enough opportunities for doing this. This is because planning for the outdoor space does not always ensure that all of the areas of learning are covered.
- The quality of teaching and learning is inconsistent. This means that children are sometimes not interested or engaged in small and whole group activities and 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 main playroom, the small room 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 policies and records.
- The inspector held a meeting with the playgroup manager and the chairperson of the playgroup committee.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## **Full Report**

### **Information about the setting**

Broome and Ditchingham Playgroup opened in 1974 and moved to its present premises in 1981. It is registered on the Early Years Register and operates from two rooms in the village hall in Ditchingham, Norfolk. There is an enclosed area available for outdoor play. The playgroup is run by a voluntary committee. It serves the local area and is accessible to all children.

The playgroup employs seven members of childcare staff, including one who only covers for staff absence. Of these, four hold appropriate early years qualifications at level 3. The playgroup opens from Tuesday to Friday during school term times from 9.15am to 12.15pm. An additional session runs on Wednesday afternoons from 12.15pm to 3.15pm. A lunch club also runs on Wednesday from 12.15pm to 12.45pm. Children attend for a variety of sessions but children who attend on Wednesday morning either leave at the end of the morning session or stay all day. There are currently 25 children on roll.

The playgroup 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the organisation of the premises and equipment, so that staff are ready to receive children by the time the playgroup is due to open
- ensure that records relating to children's learning and development are easily accessible and available.

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

- improve the implementation of adult-led art and craft activities, to encourage children to develop their individual creativity
- improve adult-led activities in small and large groups, with regard to paying attention to how children engage in the activity and making sure that the activities are relevant to children's interests and stage of development
- develop the outside play area further, to provide children with consistent play opportunities to promote all areas of their learning and development.

**Inspection judgements**

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

Staff gather useful information from parents when children first attend the playgroup. They talk to parents and encourage them to complete 'All about me' forms. These help staff get to know the children and gives them starting points from which to plan activities that children enjoy. The playgroup continues to satisfactorily encourage parents to remain engaged in their children's development and learning in the setting and at home. Parents have opportunities to view records of their children's learning and development, when these records are accessible. They are also encouraged to come into the playgroup as a 'parent helper'. Staff observe children as they play and record these observations using photographs and written evidence. They are confident to analyse what they see and record, in order to identify the next steps in children's learning. As a result, activity planning is generally effective to meet children's individual learning needs. Children's progress is tracked well, to ensure that they are making progress from their starting points. Staff are aware of the requirement to carry out a progress check at age two. This is shared with parents who are given a copy.

Staff recognise children's need to play independently but are on hand to intervene and support where needed. Overall, children's progress ensures that they have the necessary

skills needed for the next stage in their learning. The playgroup is very much a child-led environment where children choose what they want to do during the day. This promotes their independence and confidence. However, sometimes whole and small group activities are not organised well. Staff are not always clear about what they want to achieve or how to sustain children's interest. This results in children quickly losing concentration and becoming distracted by others.

Children develop good physical skills because staff encourage and support active play both indoors and outside. An area of the main playroom is sectioned off, to allow for physical play activities, such as walking along balancing beams. 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.

Children play imaginatively based on their own experiences. They readily play together with the dolls' house and the chairs in the role play school quickly become a bus. Staff extend this well by introducing songs, such as 'The wheels on the bus' However, children's individual creativity is not always promoted well. This is because adult-led art activities are sometimes over-directed and lack challenge. For example, when making 'butterfly pictures', staff do not give children opportunity to apply paint to the paper themselves, nor are children able to choose what colours they want to use. Despite this, children do show curiosity and enthusiasm when they fold the paper in half and are encouraged to press the two sides of the paper together. They demonstrate a good interest in the result when they open up the paper and see paint reflected on both sides of the paper.

Children develop good friendships with each other and older children actively seek out others to share experiences. They are confident to lead games and initiate verbal interactions with each other. Older children readily take turns in conversation and express themselves clearly. They have an extensive vocabulary and use complex sentences confidently to connect ideas. Staff effectively support younger and less able children in their language development by engaging them in conversation. They encourage children to relive past experiences and they repeat sentences so that children can hear them said correctly. Children enjoy making marks on paper and are beginning to make recognisable marks and drawings. Staff extend children's interest in drawing people by introducing discussion and pictorial prompts about feelings. Children decide if the person in their drawing is going to be happy or sad. Older children recognise their first name when it is written and staff support this by encouraging children to self-register on arrival at playgroup.

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

Children are effectively supported in their transition to playgroup. A key person system is implemented, 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 relationships with parents. As a result, children are happy and develop trusting relationships with staff. Younger children, who are new to the playgroup and less secure in their emotional attachments to staff, are supported well to separate from their main carer. Children

behave well. Consistent boundaries are in place to help them know what is expected of them. They readily share toys and play harmoniously together. Unwanted behaviour is managed effectively. Staff do not shout at children. They get down to the child's level and explain why the behaviour is unacceptable. As a result, children develop an understanding of right and wrong.

Children are supported well to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. They are helped to develop the necessary skills, which helps them embrace new experiences with confidence. Outdoor play is encouraged and children have free-flow of movement between indoor and outdoor spaces. When indoors, children freely choose what they want to play with from the range of toys selected each day by staff. This helps to promote their sense of belonging and independence. However, the premises and equipment is not always organised effectively to meet the needs of children. This is because the playroom is often not set up ready to receive children by the time the playgroup is due to open. As a result, children and parents often have to wait past the designated opening time for staff and the premises to be ready.

Children's health needs are met jointly by their parents and the playgroup staff. Children who stay for lunch-club each Wednesday bring a packed lunch provided by parents. Children are provided with a varied and healthy range of snacks each day, including fresh fruit and they have access to a drink at all times. Personal hygiene is promoted well, and as a result, children have good self-care skills. They readily wash their hands before eating and after toileting. Staff work with parents to identify children's individual routines, for example, nappy changing and potty training. Children are developing a good understanding of how to keep themselves safe. Staff talk to them about how to handle and carry scissors safely and children regularly practise the emergency evacuation drill.

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

Management and staff understand their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All necessary documentation is maintained that is necessary for the safe and efficient running of the playgroup. However, records relating to children's learning and development are not easily accessible and available as they are taken home by staff and not returned to the setting in time for the next session. This is a breach of a legal requirement of the Statutory framework for the Early Years Foundation Stage. It also means that this information is not always readily accessible should parents wish to view it. The learning and development requirements are monitored satisfactorily to assess the quality of teaching and learning.

There is a commitment to improve the playgroup provision. The management team and staff recognise their strengths and areas for development. They act on advice from other professionals, such as support workers from the local authority. Satisfactory recruitment and selection procedures are in place, to ensure that staff are suitable to work with children. A record is maintained to show that staff have undergone necessary suitability checks. There are clear procedures in place and understood, should it be identified that a

member of staff is no longer deemed suitable to work with children; this includes making the local authorities aware. A regular programme of supervision and appraisal is in place. This helps managers and staff identify and solve any issues that arise and promote professional development.

The playgroup premises are safe and secure. Risk assessments are carried out, to ensure that children are able to play safely indoors and outside. A daily checklist is also maintained. This means that any hazards to children can be identified and steps taken to limit risks. A recent, minor injury to a child has resulted in a review of how accidents are managed and reported to parents. This is because, at the time, the provider was in breach of a requirement relating to keeping a record of all accidents or injuries. All accidents are now recorded, along with any medical treatment administered, and the playgroup supervisor signs the record. Parents are informed of the accident and given a copy of the record. Staff fully understand their responsibility 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, and know how to report concerns.

Partnerships with parents are satisfactory. They report that their children are happy and enjoy coming to the playgroup. Parents state that they find most staff approachable. They are kept informed about the playgroup through verbal feedback and written communication. Partnerships with others who provide care and learning for the children are established. This ensures that the playgroup is able to secure necessary support, so that children with identified special educational needs and/or disabilities are able to make suitable progress in their learning and development.

## 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>	253980
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	923892
<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>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Broome & Ditchingham Playgroup Committee
<b>Date of previous inspection</b>	08/03/2011
<b>Telephone number</b>	07721 697974

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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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