

Shafton Playgroup

The Community Centre, Off High Street, Shafton, BARNSELEY, S72 8NH

Inspection date

02/09/2013

Previous inspection date

20/02/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Practice is based on a secure knowledge and understanding of how children learn and there are high expectations of all children. As a result, they make good progress in all areas of learning.
- The systems for planning, assessing and observing children's progress ensure all seven areas of learning are covered. Assessments are accurate and next steps are clearly identified and planned for. This ensures children are well prepared for their next stage in learning, such as school.
- The practitioners demonstrate a very good understanding of safeguarding procedures and are confident in their ability to implement them effectively. This ensures children are safeguarded.
- The environment is stimulating, warm and welcoming. As a consequence, children feel safe and settle quickly.

It is not yet good because

- A written record of any complaints and their outcome is not maintained.
- The evaluation process does not fully take account of the views of parents or children to secure continuous improvement in practice.
- There is scope to improve the information provided to parents about what their children drink.

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 hall and outside play area.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector checked required documentation including the records of accidents and injuries.
- The inspector carried out a joint observation with the manager and held discussions with parents and children.

Inspector

June Rice

Full Report

Information about the setting

The Shafton Playgroup Nursery was registered in 1993 and is on the Early Years Register. It is situated in the community centre in the Shafton area of Barnsley, South Yorkshire, and is privately run. The playgroup serves the local and surrounding areas and is accessible to all children. It operates from the large hall and there is an outdoor play area.

The playgroup employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3.

The playgroup opens Monday to Friday term time only. Sessions are from 8.50am until 11.50am and 12.20pm until 3.20pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The playgroup provides funded early education for two- and three-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:

- put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and keep a written record of any complaints, and their outcome.

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

- review the information made available to parents about their children's fluid intake during their time in the playgroup
- implement more thorough and focused self-evaluation which includes the views of parents and children and strengthens the links between identified priorities and plans to secure continuous improvement.

Inspection judgements

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

Practitioners meet weekly to prioritise children's individual learning needs, which are clearly identified through the systems used to observe and monitor children's progress. Practitioners make very good use of widely available material to help them to observe and

analyse what children can do. The planning of the learning environment ensures there is a very good balance of adult-led and child-initiated activities that effectively cover all seven areas of learning. Partnerships with parents and other professionals are effectively promoted. For example, parents are encouraged to contribute to, and continue being involved in their children's learning from the beginning of the placement. This helps children make the best progress they can relative to their starting points. Parents speak highly of the opportunity they have to attend a regular weekly session with their children. They feel very well supported and encouraged by practitioners who work alongside them during activities with their children. They make good progress towards the early learning goals, which helps them get ready for school. The settling-in process helps parents and children to develop a good relationship with their child's key person. This support children in their transition from home and helps them to settle quickly.

Practitioners demonstrate a good knowledge and understanding of the different characteristics of learning. They discuss the progress and abilities of individual children they are responsible for and demonstrate a good understanding of how to support their learning. For example, children are encouraged to count animals and use them to make marks in sand. This supports children in developing their skills in writing and mathematics through the interest they have shown in animals. Practitioners observe children closely and are very interested in what they are doing. They are skilled at knowing when to become involved and, therefore, time their interventions well. Practitioners make good use of open-ended questions focused on what children are doing and showing an interest in, as well their individual learning needs. This also supports children's personal, social and emotional development.

Practitioners plan an environment which supports children's imagination and developing technology skills. For example, children freely access a computer where they demonstrate good listening skills as they follow simple instructions to complete a game. Children show an interest in the concept of time as they use a clock to inform the inspector that it is nearly time for a snack. Activities are varied and include opportunities for children to learn about their wider world. Children hunt for bugs and learn simple songs and numbers in Spanish and French. They learn about festivals celebrated around the world, cook with a wok and make sounds with musical instruments from different countries. Children are supported well in developing their independence and self-help skills. For example, they pour themselves a drink when they are thirsty, quickly become independent in using the toilet and learn to put on their own coats and shoes. Boys and girls are observed to make equally good use of the reading area, home corner, construction area and craft resources. This demonstrates that children are provided equal opportunities to develop their own interests and further their skills in reading, writing, mathematics and creative arts and design.

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

Children's good health and well-being is effectively promoted. They are provided regular opportunities to access the outdoor environment. Children have access to bikes, hula hoops, a climbing frame and ball games to promote their physical well-being. They also participate in dance and movement to music inside. Children are provided fresh fruit, milk

and water at snack time. They are observed to independently pour their own drinks when they are thirsty, and this is monitored to ensure children remember to have a drink. Children are learning about the importance of good hygiene practice. There are visual reminders about how to wash and dry their hands, and children listen to stories about the importance of brushing their teeth. Children are observed to wash and dry their hands thoroughly before snack time, after using the toilet and playing outside. An exclusion policy that involves excluding children who are infectious to help to protect others is implemented effectively. Parents are confident they will be contacted if their children are poorly and are provided with clear information about inclusion periods. This helps to protect children's health and well-being.

Children are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, children learn to negotiate climbing frames, ride bikes safely and practise an emergency evacuation. This helps them to learn to behave in ways that are safe for themselves and others. Children are very well behaved and confident. They move freely within their learning environment and select resources that are clearly labelled, well presented and easily assessable. Children are observed to independently transport resources from one area into another. As a consequence, children take control of what they want to do and remain interested and motivated to learn.

The key person works closely with parents to ensure their children's transition from home runs smoothly. Parents are encouraged to share information about how they settle their children, their routines at home and what they like to do. The regular, short visits prior to children starting help children to begin to develop a bond with their key person. Children show through their body language that they are happy, safe and secure. For example, they are happy to talk to the inspector and answer her questions. There are well-established links with other early years settings children attend. For example, teachers visit children during playgroup sessions, and practitioners share details about children's development. Practitioners read books and talk about the big school they will be going to. This successfully promotes children's transition into school.

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

The inspection took place following a concern raised with Ofsted that children may not be having enough to drink. At the time of the inspection children were observed to help themselves to drinks on a regular basis. Practitioners monitor what children are drinking, and are mindful to remind children to have a drink. Children are provided a choice of water or milk at snack time. However, there is scope to improve the information shared with parents in order to ease their concerns about whether their child is being kept sufficiently hydrated.

Most required documentation is in place and includes procedures to be implemented in the event of lost or uncollected children, the use of mobile phone and safeguarding. However, there is no record of complaints and their outcome. This is a breach of legal requirements, although there is no impact on children's welfare or learning. There is a record of accidents and injuries, which include details of any first aid that was administered. All

practitioners demonstrate a good understanding of child protection and they are confident in their ability to implement procedures effectively in order to safeguard children. Practitioners are committed to carrying out visual risk assessments of the inside and outside environment, including toys and equipment on a regular basis in order to reduce risks to children

Practitioners are fully involved in evaluating the quality of the provision, and the impact on children's learning and well-being. Partnerships with children's parents are enhanced by their inclusion in children's learning, the termly newsletter and regular meetings to discuss children's progress. Parents' views are sought through daily discussion and an open door policy. However, there is less opportunity for parents and children to be involved in the self-evaluation in order to strengthen the drive for improvement. Since the last inspection practitioners have worked closely with the local authority in an effort to improve. This has improved the systems used to ensure the continued suitability of those who work with children, and how practice is monitored and evaluated to ensure there are no gaps in the provision. For example, practitioners attend formal supervision meetings where their suitability is reaffirmed, and training needs and preferences are identified. This supports practitioners in continuing with their own professional development. As a consequence, the quality of the provision continues to improve. Practitioners are aware of their roles and responsibility to liaise closely with a wide range of professionals and work with them in order to support children and their families should they need it.

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	302857
Local authority	Barnsley
Inspection number	928807
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	39
Name of provider	Pauline Barnett and Pamela Greasley Partnership
Date of previous inspection	20/02/2013
Telephone number	07989 560991

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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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