

# Sidford Playgroup

Sidford Social Hall, Byes Lane, Sidford, Sidmouth, Devon, EX10 9QX

<b>Inspection date</b>	19/09/2013
Previous inspection date	07/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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

- Children learn through a range of stimulating first-hand experiences, including the weekly forestry activity, which provides opportunities to be physically active and learn about their local environment.
- Children enjoy their time at the playgroup; they are happy and secure and benefit from positive relationships with the staff who help them to settle and meet their needs.
- Children's independence and self-care skills are promoted well because staff give clear guidance and encourage them to do things for themselves.

### It is not yet good because

- Staff do not effectively use planning and assessment to identify how individual needs of children are being identified and planned for.
- Staff have introduced home-setting books for parents to share observations from home but these are not being used effectively to support children's learning and development.

## 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 all children and staff interaction during activities as they played indoors and outside.
- The inspector talked with both members of staff, and the two chair persons of the committee.
- The inspector spoke to two parents.
- The inspector examined a sample of documentation including children's records, planning, staff suitability, safeguarding and policies and procedures.
- The inspector invited the play leader to carry out a joint observation.

## Inspector

Janet Harvell

## Full Report

### Information about the setting

Sidford Playgroup registered in 1992. It is a committee-run playgroup, which operates from Sidford Social Hall, in Sidford, Devon. Children have access to a large play hall, toilets and an outside play area. The playgroup is registered on the Early Years Register and currently has seven children on roll from two-years-old to school age. The playgroup receives funding for the provision of free early education for three-and four-year-old children. The playgroup is open Monday, Wednesday and Friday from 9am to 12.30pm and Thursday from 9am to 3pm during term time only. The playgroup has recently introduced a 'forestry focus' for the Thursday morning session, when children visit the local woodland and play in the natural environment. The playgroup employs three members of staff to work with the children. All staff hold recognised childcare qualifications, and the play leader is a qualified teacher. The playgroup also employs an administrator.

### What the setting needs to do to improve further

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

- improve the use of observations and planning of activities and experiences for each child to identify their next individual steps to ensure they make progress.

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

- strengthen partnerships with parents further by encouraging them to contribute to their children's learning and development records.

### Inspection judgements

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

Children play happily and are confident learners. Staff have a secure understanding of the seven areas of learning and plan a range of interesting activities which support children's learning and development. Children move between activities in the hall and the outdoor area making independent choices as they access a range of interesting materials.

A particular strength is the Thursday forestry session when children learn about the natural world around them. Children show curiosity and remain interested and engaged as they take part in a range of stimulating experiences. They observe plants and insect life first hand, and develop physical skills as they explore the trees and vegetation. This

provides interesting challenges for children to climb and develop their coordination and balance, and staff encourage children to build upon this. Children demonstrate problem solving as they work out how to negotiate their way through some tall branches and have great fun repeating this activity as they test their physical skills. Children build on the forestry experience on their return to the playgroup as they explore a variety of natural materials using a selection of factual books, which enable them to make further connections between these materials. Children become increasingly competent in managing tasks for themselves, such as using the toilet independently, which helps them prepare for the move to school. The provision of a separate washbasin in the hall means children can wash their hands independently.

Staff are knowledgeable and use accurate observations of each child to produce detailed accounts of children's progress in each area of learning. However, staff currently do not use these effectively to plan activities and experiences based on children's next steps to help them make good progress towards the early learning goals. Overall children's learning and development is in line with the expected development range for their age group.

Listening and language skills are supported during circle time and registration as children have opportunities to practise number skills as they count the number of children present. Staff encourage children to increase their use of language by describing what they have seen or heard, and making links to previous experiences. Staff use phonics to support children's language, for example, when asking children to name items during the forestry activity, they identify that 'the word begins with...'. Staff also encourage this through active questioning, although, at times, they do not give children sufficient time to answer before staff respond for them.

Children are developing confidence and are becoming independent as they pour their own drinks and experiment with different foods at snack time. Key persons work well with parents to help children settle. For example, they spend time getting to know the children so they are happy to come to the playgroup. Parents speak enthusiastically about the parent consultations when they are able to talk about their child's progress and see their learning and development records. Parents also comment positively about the introduction of the new home-book but do not contribute to their children's records and so currently have limited input into their children's learning and development. Overall, children are obtaining the skills, attitudes and dispositions they need to be ready for the next stage of their learning.

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

An appropriate key person system helps staff to support children's well-being and helps them to form positive attachments with their key person and other staff. Warm and friendly interactions take place between staff and children. Parents are very positive about the impact this has had on their children settling into the playgroup. Children are happy, confident and interested because staff encourage them to develop a positive attitude to learning. Parents talk about their children's eagerness to attend the playgroup and their

excitement at taking part in the forestry activity. Children are confident to play independently, and with each other, demonstrating this by the way they move around their surroundings, both inside and outdoors. Staff promote children's self-esteem by praising the children appropriately, for example when they cross the road or try new foods at snack time. Children are learning how to get on with each other and staff manage their behaviour appropriately through a consistent approach that is understood by children. Staff encourage politeness as children say 'please' and 'thank you' and the children learn to think about the needs of others to help them behave with consideration. For example when selecting snacks they make sure there is sufficient choice for all children.

Care has been taken in planning healthy snack options and children are encouraged to sample these in a supportive environment. For example, when children feel unsure about one of the snacks, staff encourage them to try this with the knowledge that they do not need to finish it if they did not like it. Children therefore develop their tastes and healthy eating habits, as well as their confidence.

Children learn how to keep themselves safe as they develop awareness of health and safety. For example they practise road safety rules during their walk to the forest. They learn to remember to listen for approaching traffic and look for moving vehicles before crossing the small road in front of the playgroup. Staff also remind the children of the need to be careful when handling some of the larger branches in the forest, to ensure they do not hurt the other children.

The daily routine is effective in promoting independence as children help themselves to snacks and pour their own drinks. Staff encourage children to blow their own noses and dress and undress themselves when going outdoors and returning inside, to help them prepare for school. Sound transition arrangements prepare children for school, which helps to reduce any anxiety that children might have. Children are able to choose from a range of resources that are readily accessible and appropriate to their developmental stages.

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

The play leader and committee have a clear understanding of the safeguarding and welfare requirements. They appropriately implement the recently updated policies and procedures to safeguard children. For instance, staff have a clear understanding of how to report any safeguarding issues to protect children if they have a concern. Staff supervise children well at all times and systems are in place to make sure that they are protected from unvetted visitors. Risks assessments are in place to ensure children play in a safe environment, indoors and outside.

The committee follow appropriate recruitment and induction procedures to appoint staff who are suitable for their role to work with children. There are suitable arrangements for supervision and appraisals to monitor staff's performance. They also have access to training, such as safeguarding, to promote staff's professional development, which

contributes to improving outcomes for children.

The play leader has developed a sound overview of the playgroup in the short time she has been in post. She demonstrates a secure understanding of the curriculum, planning a range of stimulating and interesting activities to support children's development. The play leader and committee are aware of most of the areas where they need to improve their practice and provision, and are taking steps to address these. They are in contact with local authority advisors, and work with them to draw up action plans to help them implement change. For example, they have installed a buzzer on the door to provide additional security, have introduced their 'Forestry Thursday' and are approaching local businesses for sponsorship to develop the provision further. As a result, the changes are having a positive impact on the children's learning environment and experiences.

Staff and the committee develop positive relationships with parents, providing them with useful information about the playgroup and the care and learning their children receive. Staff spend time chatting to parents and exchanging information at the beginning and end of the session. Parents comment positively in their feedback on the environment, the activities and the approachability of staff. The play leader is aware of the importance of establishing positive links with other early years settings used by the children and is developing this aspect of the playgroup's practice to support consistency of care.

## 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>	106029
<b>Local authority</b>	Devon
<b>Inspection number</b>	813276
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Sidford Playgroup Committee
<b>Date of previous inspection</b>	07/05/2013
<b>Telephone number</b>	07966 953096

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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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