

345 Playgroup

United Reformed Church, Pinchbeck Road, SPALDING, Lincolnshire, PE11 1QF

Inspection date

Previous inspection date

19/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- An effective key person system promotes children's sense of security and helps them to form strong emotional attachments and bonds. Staff are kind, caring and interested in what children say and do.
- Staff demonstrate a clear understanding of how children learn. Planning of activities ensure children access a broad range of experiences. Teaching methods, including skilfully questioning children during activities, enables staff to extend learning and provide effective challenge overall.
- Positive relationships are built with parents and as a result, parents are happy with the care provided at the playgroup.
- The management team are committed to the continuous development of the provision, using a clear system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving provision.

It is not yet outstanding because

- There is scope to improve the procedures for tracking children's progress so that starting points are used more effectively to inform this process.
- There is scope to improve the opportunities parents have to contribute to their children's learning both from the beginning and on an ongoing basis.

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 children's activities in the downstairs hall, upstairs playroom and outdoor area.
- The inspector held a meeting with the manager of the setting and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

345 Playgroup was re-opened under new management in 2013 on the Early Years Register. The playgroup serves the local area and is accessible to all children. It operates from rooms within the United Reformed Church, Spalding in Lincolnshire and there is an enclosed area available for outdoor play.

The playgroup employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and three at level 3. The playgroup opens Monday to Friday term time only. Sessions run from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 14 children attending who are within the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports a small number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance existing systems to better monitor and track children's progress. For example, by further developing how initial starting points are used to inform this process
- encourage parents to consistently share what they know about their child in relation to their initial and ongoing learning and development and use this information to include more detail in the planning of activities.

Inspection judgements

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

Staff have clear expectations of all children and endeavour to give them the best possible start in life. They show a good understanding of varied teaching methods that engage children's interest and adapt the sessions well to incorporate children's spontaneous learning. For example, digging in the garden results in hunting for lost treasure and drawing a treasure map to follow with their peers. Planning is effective in providing a broad range of interesting daily activities, based on children's interests and individual learning needs. Small group times are used effectively to ensure these needs are well targeted. Staff assess and track children's progress, keeping a clear record of their time at

the setting. Records are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. However, there is scope to further improve these systems so that identified starting points are better used to more precisely track progress from the beginning. Staff share information about children's learning with parents and regularly share home link sheets, which invites parents to carry out activities at home. However, opportunities for parents to share their own regular observations of their children's learning from home to enhance the planning and assessment systems are not yet fully embedded.

Staff are skilled in questioning children to extend their learning and encourage thinking skills. Conversations are meaningful and staff show a genuine interest in children's thoughts and ideas during their play. They ask questions, such as 'What shapes do you think you need to make your house?' and 'How are you going to position them?' when constructing with boxes. Children choose the materials they need to hold the boxes together, experimenting and working out which ones hold the boxes together best. Children are introduced to mathematical concepts, such as bigger and shorter when comparing the length of the containers and boxes they choose.

Although a pack away setting, staff strive to ensure children play in an environment rich in print both inside and outside, especially in the garden. Books are readily available and children choose books to look at independently with staff, in a cosy reading tent. Older children attempt to write their name on their work with many recognisable letters and are praised by staff for their efforts. A small number of children with special educational needs attend the setting and are well cared for by caring and experienced staff. Staff work closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set individual targets. Children's understanding of valuing and respecting others is supported through their play with suitable resources, such as books that promote their own culture and that of others.

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

An effective key person system enables children to feel safe and secure within the playgroup as they build close relationships with adults and each other. Play spaces are organised well to support all areas of learning and children choose resources independently. Staff are kind and caring and provide a warm welcome to children on arrival. Children new to the setting are given quality one-to-one time to help them settle and provide reassurance. Children welcome staff's interaction in their play, seeking them out to join in activities, such as completing jigsaws and creating with play dough. Staff develop a strong appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a good standard. Verbal information is exchanged with parents on a daily basis so that changing needs are constantly met. The pre-school has established effective relationships with several local schools. This ensures a smooth transition, as children become familiar with school life by meeting their teachers prior to starting and engage in activities, such as role play with real

school uniforms.

Children demonstrate good behaviour towards their peers, share their resources well and are kind to each other. For example, they complement each other on the houses they have built, describing them as 'brilliant'. Through gentle reminders, children are encouraged to think about safe practices, such as holding on to the banister when using the stairs and being aware of the 'sharp teeth' when using a tape dispenser. Children are given plenty of opportunity to develop their independence and recognise their own needs before starting school. For example, they pour their own drinks and 'have a go' at putting on coats. Children make healthy food and drink choices and recognise the importance of physical exercise as part of a healthy lifestyle. They spend quality time in the fresh air on a daily basis and are physically active, as they dig hard to find their treasure and work together well to move the see-saw back and forth.

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

The new management team have worked hard to raise standards and provide quality childcare since taking over the existing provision. There is clear focus and vision for the future with prioritised areas for improvement that are constantly reflected upon and updated. Staff have developed a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. Staff are listened to, involved in decision making and supported well in their professional development. Management monitor staff performance formally through supervision meetings and informally through observation of practice.

Robust strategies are in place to safeguard children, strengthened by secure partnerships with families and other agencies. Staff have a good understanding of local safeguarding procedures and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff know how to identify and report concerns that they may have about children in their care. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures ensure staff are clear about their roles and responsibilities and the general running of the playgroup. The building is securely maintained and staff use an effective process of risk assessment to ensure potential hazards are identified and minimised quickly.

Parents are warmly approached by staff at collection time who provide them with quality information about their children's morning. Staff demonstrate a good understanding of the benefits of working closely together to meet children's needs and value their contribution to their children's pre-school life. For example, by coming into the setting to read stories and accompanying their children on outings. Parents are complimentary about the setting and comment that they are 'very happy' with the care provided. Children currently do not attend other settings but clear procedures are in place to share information should the need arise.

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	EY459616
Local authority	Lincolnshire
Inspection number	910262
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	14
Name of provider	345 Playgroup Limited
Date of previous inspection	not applicable
Telephone number	07876 682365

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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