

# Margaret Lloyd Playgroup & Holiday Playscheme

Washington Avenue, Grovehill, Hemel Hempstead, Hertfordshire, HP2 6NG

<b>Inspection date</b>	23/09/2013
Previous inspection date	10/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 swiftly seek additional support for children with special educational needs and/or disabilities, so that children's needs are met well and they make good progress.
- Children have plenty of opportunity to use the appealing outdoor play space and equipment, as well as a large indoor soft play area. This positively contributes to their good health and well-being.
- Children are protected whenever there is any concern or risk to their safety because safeguarding arrangements and partnership working are strong.
- Staff are supported very well by the management committee to develop further skills and knowledge. This contributes to the playgroup's ability to sustain and improve the quality of children's experiences.

### It is not yet outstanding because

- There is scope to increase the range of resources outside to support children's early reading and their use of numbers and shapes in outdoor play.
- On occasions, a few children are less well engaged during some large group activities and routines because these are not so well suited to their individual needs.

## **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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the main room and the outdoor area.
- The inspector looked at a selection of policies, procedures, children's learning records and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the play leader.
- The inspector spoke with the chair of the committee, the play leader, staff and children at appropriate times throughout the inspection.
- The inspector spoke with a number of parents on the day of inspection.

## **Inspector**

Hilary Preece

## Full Report

### Information about the setting

Margaret Lloyd Playgroup & Holiday Playscheme was registered in 1985 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity managed by a voluntary management committee and it operates from a community hall in the Grovehill area of Hemel Hempstead. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The playgroup opens Monday to Friday during school term-time. Sessions are from 9am until 3pm with different sessions available for children of different ages. The holiday playscheme is open for several weeks during the Easter and summer school holidays, Monday to Friday from 9am to 3pm. Children are able to attend for a variety of sessions. There are currently 54 children attending, who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and two at level 3 or above. The playgroup completed the Hertfordshire Quality Standards quality assurance scheme in 2012.

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

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

- further enhance the outdoor learning environment by providing daily opportunities for children to read books and signs and to use shape and number symbols in their play
- monitor more closely the effectiveness of some whole group activities and routines to ensure that all children remain fully engaged and enjoy the experience, particularly with regard to the organisation of snack time and circle time.

### Inspection judgements

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

Children thrive in this inclusive and nurturing playgroup. Staff have an in-depth knowledge about each child's particular learning and developmental needs because they work closely with parents and other professionals to share relevant information. This, together with staff's frequent observations of children, means that children's next steps in learning are well matched to their individual needs. Additional support for children with special educational needs and/or disabilities is sought swiftly, so that all children have the opportunity to reach their learning potential. Staff use additional assessment tools and individual education plans to more precisely plan for and monitor the progress made by these children. Staff help children with English as an additional language to understand what is being said by initially using some key words in the home language. Where children have speech and language difficulties, staff use gesture and sign language to help children to understand and communicate more easily. Consequently, all children make good progress towards the early learning goals in relation to their starting points and this prepares them well for their future learning in school.

The playgroup provides a stimulating programme of activities and play opportunities within a well-resourced indoor environment. Resources are freely accessible which enables children to make independent choices. Staff are successful in motivating children by building on their natural curiosity as learners. Children are particularly enthusiastic about outdoor play and choose to be outside for much of the time. They develop coordination of their bodies as they ride scooters, bikes and pedal cars around a road track painted on the ground and learn to stop and negotiate obstacles. Staff are deployed well to support children in outdoor play. For example, staff build on children's interest in nurturing vegetables they have grown by asking open questions, such as 'I wonder how many peas are in the pod?' to encourage children to count. When children excitedly tell staff that they have found a snail, staff build on this curiosity by suggesting children make a home and care for it. Staff ensure that all children who are interested are included and have a turn to examine the snail and help gather what they need. Children fetch a container and fill it with leaves and twigs to make a natural habitat for the snail. When they suggest putting a lid on the container staff encourage children to think what will happen if air cannot get inside. Children, therefore, are encouraged very well to explore and understand the world and to develop their language and thinking through meaningful discussion.

Children's early reading and writing skills are supported well overall. Most children enjoy singing songs and joining in with action rhymes during group sessions. They learn to recognise their names as they self-register each morning and experiment with mark making as they use pencils and paints. Children frequently have the opportunity to choose a book to take home to read with their parents. This encourages an early appreciation of books and actively involves parents in supporting children's learning. There is a well-resourced book corner within the room but it is not used much by children during free play because they choose to be outside. Therefore, there is scope to take books and literacy outside to encourage those children who prefer to learn outdoors to access them. In addition, there is more scope for children to read signs and use number and shape symbols in outdoor play to further extend opportunities for literacy and mathematics.

Children settle well and quickly make positive relationships with adults in this community-oriented playgroup because staff provide a warm and welcoming environment in which children feel secure. Parents are encouraged to stay initially with their children for reassurance until children are settled and familiar with their key person. Staff gather detailed information from parents to build a complete understanding of children's individual circumstances, needs and personal care routines. There are regular opportunities to discuss children's ongoing health and developmental needs and staff provide plenty of advice and information to parents where additional support is required.

Children quickly learn to behave well because staff consistently reinforce positive behaviour and clearly set out expectations. For example, children show that they are familiar with the daily routines, such as registration on arrival, by sitting down sensibly and joining in with activities and discussion. Children are sensitively reminded how to share and to be kind to their friends, so that they learn to manage their feelings. As a result, the atmosphere is calm and orderly and children receive an enjoyable experience.

Children's health and well-being benefits from them being outside so much in the fresh air. There are many opportunities for them to take exercise in the spacious garden where they enjoy running up and down slopes and using a range of equipment and apparatus. They learn to take measured risks, such as when climbing and exploring the indoor soft play room. They become aware of rules for road safety when riding toy vehicles around a track that is marked out like a real road. This gives them a sense of understanding about the dangers posed by traffic and reminds them why it is important to take care.

Staff provide a varied and generally nutritious range of foods for snack, including crackers, cheese spread, fruit and biscuits to eat and milk or squash to drink. Children are keen to do some things independently for themselves and to begin to make healthy choices. Older children pour their drinks, select fillings for their wraps and tortillas and use knives for spreading. They learn to take responsibility for their personal care by using tissues to wipe their noses and by washing their hands before eating. Staff maintain children's dignity when changing nappies and attending to children's personal care needs, which helps children feel emotionally secure. Before children move on to nursery or school the playgroup invite their new teachers to visit and meet children, so that information can be shared. This helps teachers to build relationships with children and plan for their continued learning.

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

The playgroup benefits from strong leadership. There is a stable and supportive management committee that takes a very active role in the running of the group. The chair of the committee spends time each week in the setting, which allows her to closely monitor the practice and devise improvement plans where there is greatest need. For example, she is very successful in securing funding to make improvements to the building and resources, which has a positive impact on children's experiences and opportunities for

learning. There are plans to develop an area of the garden into a growing area with a greenhouse and to source some large, static play resources to promote children's physical development and imaginations. The play leader monitors the progress of every child through observations, daily discussions with staff and at review meetings at the end of each week. In addition, the playgroup systematically reviews its practice and the educational programme provided by completing a quality assurance scheme. Therefore, self-evaluation is overall very successful in driving quality improvement. However, there is capacity to more closely monitor the value of some large group activities and routines to ensure that children's engagement and enjoyment does not dip, particularly at circle time and snack time.

There is an appropriate recruitment and induction process that means all those working or helping within the playgroup community have suitable skills, knowledge or aptitude for working with children. The professional development of staff is considered very important to the playgroup. The chair of the committee and play leader together monitor staff performance and encourage staff members, volunteers and students to continue to develop their knowledge and skills through attending training sessions and working towards higher qualifications. This helps the staff team to feel well supported and motivated.

Relationships with parents are very positive. All parents are invited to share their views at committee meetings and through questionnaires, in addition to the communication books and verbal discussions which are used to exchange information about children's development. Parents spoken to at the inspection talked very positively about the playgroup and feel well informed. They consider the play leader and her team to be very approachable and value the fact that they are encouraged to become volunteers. They also confirm that their children develop confidence, polite manners and a great enthusiasm for attending. The playgroup has well-established relationships with health professionals, advisors, the local children's centre, schools and external agencies. This provides invaluable continuity of care and consistency for children. Professionals are encouraged to visit the playgroup, so that those children with special educational needs and/or disabilities may be assessed within a familiar environment and individual development plans devised.

Safeguarding arrangements are robust and effective. Staff fully understand their role in helping to identify potential signs of abuse or neglect because they update their knowledge about safeguarding at regular intervals. They confidently pass on any concerns about children to the designated person for safeguarding and the playgroup works closely with the relevant safeguarding agencies and parents, in order to protect children. Furthermore, children are kept safe and secure within the playgroup because staff carry out daily risk assessments to minimise hazards and they are well deployed to supervise children as they move between different areas of the premises. The playgroup reviews its policies, procedures and practice at regular intervals to ensure they reflect current regulations. All required improvements to some of the record keeping systems have been made since the last inspection. All staff hold a current first aid certificate. Consequently, the playgroup demonstrates that it is safely and efficiently managed and that all safeguarding and welfare requirements are met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	129368
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870985
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Margaret Lloyd Playgroup Committee
<b>Date of previous inspection</b>	10/03/2010
<b>Telephone number</b>	01442 217859

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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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