

Little Diamonds Playgroup

2nd Davyhulme Scout Hut, Bowfell Road, Urmston, M41 5RN

Inspection date

30/09/2013

Previous inspection date

06/02/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
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	4

The quality and standards of the early years provision

This provision is inadequate

- Systems to observe and assess children's development are not fully understood by some staff, particularly in gathering evidence in relation to the stage of learning and development children are at when they first join the playgroup. As a result, it is unclear whether all children are making progress in the prime and specific areas of learning and development.
- Planned improvements are poorly implemented into the playgroup and not well monitored because there is insufficient leadership in driving improvements.
- Planning for children's activities are written in advance for the whole group and there is little evidence that it is responsive to the interests and needs of the individual child. Therefore, during significant periods of the day, activities do not provide appropriate challenge and stimulation for all children.
- Management and accountability arrangements are not clear and therefore, staff are not well supported to develop their practice and improve the provision for children attending the playgroup.

It has the following strengths

- Children have formed positive relationships with staff and as a result, are happy and settled in a safe and secure environment.

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 hall and outdoors.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a range of documentation, including children's assessment records, accident and medication records and staff records.
- The inspector spoke to the management team, staff and children throughout the inspection.

Inspector
Sarah Gilpin

Full Report

Information about the setting

Little Diamonds Playgroup was registered in 2008. It is registered on the Early Years Register and both parts of the Childcare Register. It operates from the 2nd Davyhulme Scout Hut, which is situated in the Urmston area of Trafford. The playgroup has use of the large hall and children have access to an enclosed outdoor play area.

The playgroup operates 9.30am to 12.30pm, Monday to Friday, term time only. Children attend for a variety of sessions. Currently, there are 19 children on roll. The playgroup provides funded early education for two-, three- and four-year-old children. There are five staff employed, of whom three have a degree level qualification and two are working towards a relevant qualification. The playgroup is supported by Trafford Early Years.

What the setting needs to do to improve further

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

- assess each child's starting points and the progress they make across all areas of learning in relation to their age and stage of development and use this information to identify and plan for the individual next steps in their learning
- ensure that the planning is responsive to individual children's needs and interests and teaching provides sufficient challenge to support their continued progress
- improve provision across all areas of learning, in particular the three prime areas of learning and development, to ensure all children are able to successfully develop the characteristics of effective learning in their communication and language, personal, social and emotional and physical development.

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

- make better use of small group sessions, with key groups of children to support their individual learning from the start of their placement in the session
- foster a culture of continuous improvement to obtain a clear view of the playgroup's plans for improvement indicating who has responsibility for this and how it will be monitored and evaluated in respect of staff knowledge and understanding of the playgroup's processes.

Inspection judgements

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

Children are not well supported in their learning and development because some staff have limited knowledge and understanding of the requirements of the Early Years Foundation Stage. This leads to staff being unable to plan purposeful play opportunities to meet the individual needs of all children. There is high quality equipment, such as tables, chairs, bookcases and storage units, which are well organised and offer a welcoming environment for children where they can make independent choices. A range of activities are available to promote some aspects of the educational programme. For example, books to promote literacy, paints and crayons for early mark making and role play and musical instruments to support children's growing imaginations. However, there is little evidence of resources or activities throughout the session to promote mathematics or technology to support understanding the world. There are no planned small group time sessions, which means that staff do not use such times in the day to ensure that communication and language is promoted with all children. As a result, all areas of learning and development are not fully covered. Children are able to freely access the resources, both indoors and outdoors, through good deployment of staff. This allows them to make choices, which promotes their independence. Yet, at times during the session, some children, particularly boys, do not purposefully engage in any activities, limiting their learning opportunities. However, children freely and confidently explore and engage in activities both indoors and outdoors, playing in the sand.

Planned whole group activities are used, for example, a parachute activity, to engage all children's interest for short periods and this promotes personal, social and emotional development well. However, song and rhyme time and story time is quite noisy and upsetting for some children, particularly those new to the playgroup. Staff fail to recognise that other children do not appear to have gained the cooperation or concentration skills necessary to sustain their involvement, which results in limited opportunities for their learning. Staff are able to articulate that they have identified the need to improve this part of the planning and have begun to think about providing smaller group times with the children's key person. Consideration has been given to offering better opportunities for children to secure their relationships with their key person and peers and provide opportunities to develop children's communication and language. However, a timescale to introduce this in to the educational programme has not been determined. Children enjoy drawing, one child says 'this is a picture of my Mum with purple hair'. When engaging with adults at the activity, their learning is limited by poor questioning that does not offer the chance for children to converse with staff about what they are doing.

In spite of the fact that staff do know some of their key children's stage of development, they have a poor understanding of the value and significance of regular and thorough observations and assessments of children. This results in a lack of any substantial evidence to show how well children make progress in the playgroup from their starting points and does not identify the next steps in children's development. Similarly a lack of clarity of the purpose of the progress check at age two means that it is not effectively used to gain a secure knowledge of children's communication and language, physical and

personal, social and emotional stage of development. This means that staff are not clearly identifying when children's progress falls behind expectations and when intervention is necessary to support all children to reach their full potential. Planning focuses on a predetermined termly theme and therefore, it does not reflect children's individual needs and interests. This means that there is a lack of opportunity to provide all children with a stimulating educational programme to help them make secure progress towards the early learning goals and gain the key skills necessary for their future learning.

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

There is a suitable key person system, which supports the children and their families. Staff are extremely welcoming on arrival and their personal attention to both the adult and child means that most children find it easy to separate from their carer. Where there are signs of distress, it is generally with very new children and staff are quick to invite the adult into the playgroup and worked closely with them until such time as the child is able to cope with the separation process. Parents and carers report that staff are always available on the telephone and at the end of the session to reassure them about their child's well-being.

Children's personal care needs are well met and staff encourage children to wash their hands after visiting the toilet, thus, promoting independence and an emerging awareness of the importance of healthy routines. At snack time, children sit in small groups, which gives them the opportunity to develop relationships and friendships with their peers. However, the importance of healthy eating is not always promoted as some children are given fruit drinks. Staff hand out the snacks and drinks to the children, which leads to children having limited opportunity to be self-reliant or develop their sharing skills. In addition, staff do not sit with their key children and as a result, they do not effectively explore the possibilities of supporting children's communication and language skills and building secure relationships with their key children.

Behaviour management is apparent, but not always consistent or age appropriate. For example, when one child is reminded that they were not allowed to take the pushchair on to the balancing crates, another child is told it is not a good idea to walk on the crates in high heels. This means that children are not always clear about what is acceptable behaviour and what is not. One child has a dummy in their mouth for the duration of the session, although, the child appeared well settled, this prevented the child from communicating freely and clearly. As a result, opportunity to develop communication and language skills is not always promoted.

Children's safety is promoted through well-deployed staff both indoors and outdoors during free-flow play. Staff check that locks are secure on all doors in the building and the gates and fencing outdoors. At drop off and collection, at least two members of staff monitor the movements of the children and adults. In addition, at the end of the session, children are only allowed to leave once staff have established the identity of the adult, who is there to collect them. By controlling the opening and the main door, staff minimise the risk of children leaving the building without a responsible adult. Accident and incident

records are kept, including injuries that happen at times when children are not attending, this helps staff to monitor the children.

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

The playgroup is owned by four members of staff, who share joint responsibility for the management and development of the playgroup. While the management team are committed to providing children with satisfactory care and learning experiences and have attended training on the Early Years Foundation Stage framework, there are a number of areas where they are not fully meeting statutory requirements. For example, there is a lack of clarity and rigour in carrying out the progress check at age two.

In spite of the fact that the staff team meet regularly to discuss how to develop their service, there is no overall leader to take responsibility for implementing changes and therefore, ideas are not always successfully put in to practice. An example being the range of methods introduced to observe and assess children's progress. These processes have not been clearly explained to staff and lack of monitoring means that the impact on children is not measured well enough. In addition, staff are not secure in their roles and responsibilities and therefore, do not always disseminate key practice and policies effectively. As a result, ideas are not always transferred to practice and in some instances where this does happen, there are no clear evaluative processes to check how well it is embedded into practice. All of which results in changes being made to the provision without effective monitoring of the impact these have on children and their families.

There is no manager with overall lead and responsibility for implementing the requirements of the Early Years Foundation Stage as this is discussed and agreed by the whole management team. This does not always result in a clear plan of action with defined roles and responsibilities and as a result, the changes are not always monitored to check targets are being achieved. However, processes for staff recruitment and selection, including suitability checks are in place and ensure that staff are suitable to work with the children. There is evidence of staff training and staff have some designated responsibilities, such as the safeguarding lead, first aid and the special educational needs coordinator. There is a system for staff appraisals, however, in practice this does not identify where practice is poor. For example, some staff are still unsure about the value of observations and assessments and of how to complete the forms to provide sufficient evidence to effectively assess children against the expected stages of development in all areas of learning and development. As a result, staff are unable to fully measure the extent to which children may have progressed from their starting points.

Children are safeguarded because staff have a suitable understanding of child protection. They understand the possible indicators of abuse and neglect and know who to contact should they have any concerns. Risk assessments of the areas used by children ensure that they can safely access toys and resources within the environment.

Partnerships with parents are a strength in the playgroup, with parents happy with the service provided for their children. Information is routinely shared regarding their

children's care needs, however, little is done to ensure that parents know about their children's achievements and where they can support learning at home. Partnerships with the other settings children attend or move on to means that those children's transitions are supported to a satisfactory level.

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

Unique reference number	EY379187
Local authority	Trafford
Inspection number	858524
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	19
Name of provider	Little Diamonds Playgroup Partnership
Date of previous inspection	06/02/2009
Telephone number	07794 442832

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

