

# The Village Playgroup

Village Hall, Pinfold Lane, Cheslyn Hay, Walsall, West Midlands, WS6 7HP

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 15/10/2013 |
| Previous inspection date | 24/06/2009 |

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

- Children are happy and enjoy attending this welcoming playgroup. An effective key person system provides children with security and stability and they are well supported when they first start, to help them settle well.
- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Children are appropriately prepared for the next stage in their learning because secure partnerships have been made with local schools and teachers visit the playgroup resulting in children knowing what to expect when they leave to go to school.

### It is not yet good because

- The focus on self-evaluation and staff supervision to inform priorities and set challenging targets to secure continuous improvement is not fully embraced, resulting in some learning opportunities being missed.
- Staff do not always effectively use the information gained from observations and assessments to plan challenging activities that consistently reflect what children need to learn next.

## 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 one playroom and the outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of the managers and staff within the setting.
- The inspector looked at samples of records, including policy and procedures relating to children's welfare, health and safety.
- The inspector spoke with parents to take into account their views and also looked at parental questionnaires.

## Inspector

Amanda Tompkin

## Full Report

### Information about the setting

The Village Playgroup opened in 1977. It operates from the main hall, part of the Cadman Suite and the Civic Room in the village hall, which is situated close to the centre of Cheslyn Hay. The playgroup serves the local area and beyond. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. The group has access to an enclosed outdoor play area. The playgroup is registered by Ofsted on the Early Years Register.

There are currently 36 children on roll who are within the early years age range. Children attend for a variety of sessions. The setting is open from Monday to Friday from 09.30 until 12.30 during school term times. There are six members of staff working directly with the children, five of whom hold relevant childcare and education qualifications to level 3. One member of staff holds a level 2 Qualification. The setting receives support from the local authority.

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

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

- use the information gained from observations and assessments more effectively to plan challenging activities that reflect what children need to learn next and use these to help children focus and become more deeply involved in their learning.

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

- improve the rigour and consistency of monitoring and evaluation of the provision to ensure timely and effective action planning for improvement to ensure all children make good progress in their learning and development
- develop further opportunities to monitor staff practice to ensure any gaps in their knowledge are identified to ensure the needs of children are consistently met.

## Inspection judgements

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

Children are happy and settled and enjoy being at playgroup. Children are keen to choose toys and join in activities in the inviting, well equipped, indoor learning environment. They

are offered a sufficient educational programme that broadly meets their needs and helps them make adequate progress in all areas of learning. Staff plan activities based on their knowledge of the children and some observations. However, there are some inconsistencies in the accuracy of staff's assessment and their planning and organisation of activities to cater for children's individual learning priorities. It is not always clear how children's next steps are followed up in activities, so staff miss opportunities to build on and extend the children's learning.

Staff satisfactorily support children's language and communication skills across the playgroup. For example, they share stories and songs with the children and encourage the children to repeat familiar text. However, there are inconsistencies between some staff in their ability to question children in order to extend upon children's learning. This results in some learning opportunities being missed. Staff within the playgroup teach simple sign language during group time as the children enjoy reciting a rhyme and acting out the signs for the days of the week. Staff also support mathematics through the use of action rhymes and songs. Children are encouraged to hold up their fingers and count along with the song.

Staff adequately support children's next stage of learning as they provide sufficient opportunities for children to develop the skills they will require to become ready for school. The playgroup provides laminated name cards, which the children are encouraged to find at the start of the session. These are again used at snack time for the children to practise recognising their name. Staff have formed links with the local schools, the teachers are invited to the playgroup to meet the children. In addition, this year the playgroup have taken the children to some of the local schools to watch their school plays. As a result, their awareness of what to expect when they leave for school is raised positively.

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

Children are sensitively cared for by a small staff team who know them exceptionally well. The key person system is effective in supporting the children to form strong bonds, this ensures that they are safe and secure in their surroundings. Staff are very supportive of children who are new or unsettled. Time is given to help them to settle and parents are encouraged to spend as much time as their child needs to feel happy and secure before leaving them. Staff ask parents to complete a questionnaire detailing relevant family information such as siblings, pets and who is important to them. This ensures that the child's key person gets to know the individual child as quickly as possible. Staff foster children's confidence and independence, preparing them well emotionally for new situations, such as moving on to school.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help when needed, while those in nappies are taken care of effectively. Children's health is well promoted with a clear system in place to ensure children who have dietary needs are catered for. Topics, such as what food is healthy and

what is not, are discussed during activities. Staff act as good role models and provide children with clear and consistent guidance on expected behaviour. Children know the rules of the setting, such as being kind to each other and not walking on the stones as they access the outdoor environment. As a result, all children behave well and engage appropriately in their learning.

Children have regular access to the secure outdoor environment where they can climb, jump and balance. They confidently negotiate the climbing equipment and this helps their large and small muscles develop. Snacks are nutritious and there is a water station with fresh drinking water available for children to access independently.

Staff are warm and caring, which promotes children's confidence and sense of belonging. Children appear very comfortable in their surroundings and are showing a good awareness of their own and others' safety. They are encouraged to tidy up before they access the outdoor environment. This supports the playgroup's risk assessment and ensures children are helping to manage their surroundings to ensure safety and minimise hazards.

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

The managers understand their responsibilities in meeting the safeguarding, welfare and learning and development requirements appropriately. Staff have suitable knowledge and demonstrate a sufficient level of understanding of the procedures to follow. For example, children are protected because staff respond effectively to any safeguarding issues of concern, making referrals and notifying Ofsted of significant incidents.

The premises are safe and secure and systems, such as risk assessments and daily monitoring tasks, are in place to identify and minimize any potential hazards. There are effective systems in place to show that staff are suitable to work with children and this ensures all staff who are employed are checked with regard to experience, qualifications and suitability.

Arrangements for supervision of staff and their professional development are not fully implemented. Staff have regular team meetings where they discuss areas of concern or ideas to improve upon. However, more regular formal staff supervision arrangements have not yet been introduced to enable staff to review their work with children, discuss their performance, promote consistency and access well targeted support and training. This has resulted in inconsistencies in teaching and learning. For example, some children's starting points have not been clearly assessed, which has resulted in the activities planned for them not always being relevant for their next steps in learning.

There is a system in place to reflect on practice, however, this is not robust enough and doesn't clearly identify areas for improvement, resulting in priorities for improvement being missed or not addressed promptly. This means children do not benefit from this.

The playgroup has appropriate partnerships with parents, carers and other outside agencies, such as speech therapists and teachers from the local schools. Parents are given monthly newsletters which update them on upcoming events and topics. Staff prepare children for making smooth transitions to school. They make sure children have the skills and confidence to learn effectively.

## 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>     | 218261  |
| <b>Local authority</b>             | Staffordshire                                 |
| <b>Inspection number</b>           | 871240  |
| <b>Type of provision</b>           |   |
| <b>Registration category</b>       | Childcare - Non-Domestic                      |
| <b>Age range of children</b>       | 0 - 5   |
| <b>Total number of places</b>      | 34  |
| <b>Number of children on roll</b>  | 36  |
| <b>Name of provider</b>            | The Village Playgroup (Cheslyn Hay) Committee |
| <b>Date of previous inspection</b> | 24/06/2009                                    |
| <b>Telephone number</b>            | 01922 410668                                  |

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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  
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Manchester  
M1 2WD

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