

# Priory Lane Playgroup

Priory Lane Community Centre, Priory Lane, SCUNTHORPE, North Lincolnshire, DN17 1HE

## Inspection date

07/10/2013

Previous inspection date

08/12/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 are developing their imaginative skills because staff provide a range of resources to promote and support their interests and encourage them to express themselves. Children are also supported to settle and make independent choices in their play.
- Children are safeguarded well by staff who implement and understand safeguarding practice and the playgroups procedures.
- The vision and commitment of the current committee and staff show there is dedication to improve the playgroups provision through setting realistic targets and development plans for the benefit of the children in their care.

### It is not yet good because

- The monitoring of children's assessments are not precise to consistently shape future challenging learning experiences for each individual child.
- Children with English as an additional language are not consistently supported within the environment, as there is a lack of words, signs and symbols to reflect their cultural backgrounds, both indoors and outdoors.
- The monitoring and supervision systems are not yet clearly embedded to ensure the quality of observation, assessment and teaching are at a consistently high level.

## **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 outside. She also observed snack time and lunch time arrangements.
- The inspector looked at evidence of the suitability of staff and a selection of policies and procedures.
- The inspector looked at children's learning files containing observations and assessments. She also looked at the planning.
- The inspector completed a joint observation with the manager and held meetings with the manager and nominated person of the committee.
- The inspector took into account the views of parents spoken to on the day.

## **Inspector**

Caroline Stott

## **Full Report**

### **Information about the setting**

Priory Lane Playgroup was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup is managed by a voluntary management committee of parents and volunteers. The playgroup operates from the main room in the community centre building on Priory Lane, in a residential suburb of the town of Scunthorpe. It serves the local area and is accessible to all children. The playgroup is open on Monday and Wednesday, from 9.15am to 3.15pm and on Tuesday and Thursday from 9.15am to 11.45am, term time only. It has an enclosed area available for outdoor play. There is also access to the neighbouring school playing field for outdoor activities.

The playgroup employs 4 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The current manager has a foundation degree in early years. Children attend for a variety of sessions. There are currently 20 children attending who are within the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children and it supports a number of children who speak English as an additional language. The group receives support from the local authority and has attained 'Steps to Quality' Level 1.

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

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

- ensure the monitoring of children's learning and development provides a regular and precise assessment of children's progress, to consistently identify the next steps in their learning and enhance the shaping of future challenging learning experiences for each child
- improve how linguistic diversity is supported by providing additional resources and wording in the environment to reflect children's and their parents cultural backgrounds.

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

- strengthen the supervision of staff by consistently evaluating and monitoring the quality of teaching practice, to support and coach staff to promote children's interests and their learning even further.

## Inspection judgements

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

Staff have a satisfactory knowledge and understanding of the seven areas of learning. The environment is well organised for children to explore freely, enabling them to gather resources independently to support their interest and their play. Staff suitably observe children and complete various assessments to portray most of the children's current developmental stage. However, assessments of children's learning are not consistently monitored to make sure all staff are showing an accurate understanding of all children's abilities and progress from their individual starting points. This means children only make steady improvement towards the early learning goals.

The quality of teaching is inconsistent. For example, planned learning experiences guided by staff, such as 'caring for baby dolls' are supported well. Staff demonstrate and describe how to put on nappies and open bottles and talk about mixing milk powder with water. Therefore, children learn about caring and looking after 'babies' appropriately, supporting their current interest of babies and their families experiences of new babies. Children's imaginative skills are supported sufficiently as they explore and use resources, such as stethoscopes, tills and play phones in their play. Children freely paint their representations at the easel and become engrossed in drawing on a larger scale on paper on the floor, they are absorbed in cutting and use scissors well. This fosters children's fundamental skills through appropriate interactions with staff, while they demonstrate and discuss what to do. This means children learn through copying staff and repeat applied techniques, which helps children to master new skills. However, during adult-led group activities like 'musical statues' teaching is inconsistent. For example, some staff encourage children to join in and discuss and prompt children to remember the rules for 'musical statues'. Other staff do not effectively support children who are not involved in the game to fully extend children's listening and attention skills. For example, children continue to play and use toys and equipment, disturbing others concentration with little interaction from other staff. Consequently, at times children are not fully supported or challenged further in their learning and development.

Children are supported to gain acceptable communication and language skills. Staff talk through what they are doing and guide and extend children's interactions through play and interesting discussions. This means the majority of children are encouraged to speak and listen in a range of situations and they respond to what they hear with relevant comments, answers and actions. Children engage in familiar songs and are encouraged to join in with repeated actions and refrains, displaying their recognition of well-known rhymes. Extensive wall displays are used to exhibit children's learning and signs and posters are displayed, to support children in recognising simple words. However, most of these are written in English and there is scope to improve the use of different texts to reflect, support and value all children's and their parents' cultural backgrounds. Therefore, supporting all children's language development and promoting the understanding of the English language.

Parents are suitably encouraged to provide information about what their children know

and can do when they first start at the playgroup. This helps staff to establish some starting points for children's learning, to help with planning for their initial interests. Children's learning folders include observations, which are appropriately shared with parents to keep them informed of their child's progress. The progress check for children aged two is shared with parents and health visitors. A written summary report is produced every term about children's progress, which parents can also contribute to. Staff are constantly looking for new ways to encourage and enable parents to share information about what their child is doing at home. For example, parents can access the groups' library and borrow books to promote literacy knowledge and development. This enables them to be involved with their child's development and learning.

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

The key person system is suitably in place and staff support children to form appropriate emotional attachments. New children are supported to settle through regular visits and parents are encouraged to stay for as long as necessary for children to feel safe. Children enter the playgroup happily and immediately engage in their choice of play. The well organised and well-resourced play room fosters children's imagination to explore their surroundings. Staff support children to interact and they promote children's curiosity further through play and talk. Staff act as positive role models, providing praise and encouragement to promote children's self-esteem and good behaviour. For example, children are reminded to share and take turns. Individual care and health plans are completed for children with specific needs and allergies to maintain their well-being and ensure any needs are fully met. Therefore, children's welfare needs can be consistently met.

Snack time and lunch time provide valuable opportunities for children to develop an understanding of healthy practices. At snack time they make healthy choices from a good selection of fruits and at lunch time children discuss their packed lunches and talk about what is healthy. Children are encouraged to manage their own hygiene and personal needs appropriately. For example, children are encouraged to use boots for outdoor play and are supported to put their shoes back on, which promotes their competence in dressing and self-care. Staff support children to be independent, through various activities. For example, they hang their coats on hooks and self-register on entry. This provides children with the opportunity to recognise their name and gain confidence. Children gain an acceptable understanding of managing their own safety, as staff remind them to walk in the playroom and not to run. Children are supported to access the outdoor area assisted by vigilant staff. They are reminded not to climb up the gate. This gives clear messages to children about acceptable behaviour and the understanding to follow consistent routines and boundaries. Physical development is supported further as children engage in 'musical statues', where they demonstrate their enthusiasm to be active and show they can move confidently in a range of ways. This means children's health and self-care are promoted appropriately.

The playgroup maintains suitable links with the local schools and other settings. For example, reception teachers are invited in and transition forms are completed appropriately, to aid children's transition to a new environment.

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

Staff have a clear understanding of how to keep children safe in their care, because they have all attended safeguarding training. This means staff know what to do if they have a concern regarding a child's welfare. Training is regularly updated and higher qualifications and higher safeguarding courses have been accessed. For example, the current manager has attended a level 3 safeguarding course and completed an early years foundation degree. All staff have appropriate first aid training and have been subject to effective checks to ensure they are suitable to work with children. The premises are kept safe and secure and appropriate detailed policies and procedures are in place and reviewed regularly to further ensure children are safeguarded. The complaints policy is followed and complaints are acceptably investigated. Staff request visitors identification before allowing them inside and ensure visitors' details are recorded upon entry and when leaving. Visitors are also requested to read relevant policies to ensure they abide by the groups procedures. For example, the mobile phone policy requests visitors to leave phones in the secure area away from children. This means staff implement and understand the groups safeguarding practice and procedures.

The staff have a suitable knowledge and understanding of providing a relevant range of interesting experiences for children. Staff complete appropriate observations, although, knowledge of children's next steps and assessments is inconsistent. This restricts opportunities to guide and shape future experiences to offer children more challenging activities using the information gained. This is because staff practice and knowledge of children's individual learning is not precisely monitored to ensure they are all fully supported in making good individual progress.

The current manager and chairperson are aware of the strengths of the setting and some areas requiring improvement. The committee members are appropriately notified to Ofsted and the disclosure and barring service is used to ensure committee members are suitable. This means committee members can be used to ensure ratios are maintained while more staff are recruited. There are effective recruitment procedures in place and policies, such as the safe recruitment policy, is put into operation to ensure all persons employed at the playgroup have equality. With help from the local authority advisor a development plan has been established and has identified clear realistic targets to overcome identified weaknesses. This demonstrates vision and dedication from the current committee and staff to set ambitious plans, in order to improve the playgroups provision and staffs knowledge and practice even further. The chairperson and current manager support the team appropriately. Staff regularly meet to discuss the practice in the setting and planning for the term. However, the monitoring and supervision systems are not yet clearly checking the quality of staff assessments of children's learning and ensuring the quality of teaching is at a consistently high level. The manager has new supervision documents in place ready to evaluate and coach staff to further promote and support children's learning and development.

Partnerships with parents are positive and parents are very happy with the service

provided. The parent noticeboard and newsletters provide them with relevant information about the playgroup. Staff are aware of the importance of sharing information with other providers and are continuing to develop procedures to share and obtain information from other settings and parents. Transition forms are completed for the school and other settings as required. These partnerships with other professionals are acceptable in order to provide continuity for children in their care and aid transitions to the local schools and other settings that also deliver the Early Years Foundation Stage.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	205717
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	936200
<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>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Priory Lane Pre-school Committee
<b>Date of previous inspection</b>	08/12/2011
<b>Telephone number</b>	07961 629844 or 01724858884

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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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